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ABSTRACT

These curriculum materials correlate the subject matter of English with that of construction trades by incorporating the vocabulary, terminology, concepts, and skills of construction trades into the academic area of eleventh grade English. The five units deal with attitudes, career development and oral composition, letter writing and job application, paragraphing, and speaking and listening. Each unit includes an overview, course objectives, student activities, instructional materials, evaluative materials, and a bibliography which also includes a list of equipment, films, and other supplies. (LL)

NATCHITOCHES CENTRAL HIGH SCHOOL

NATCHITOCHES LA.

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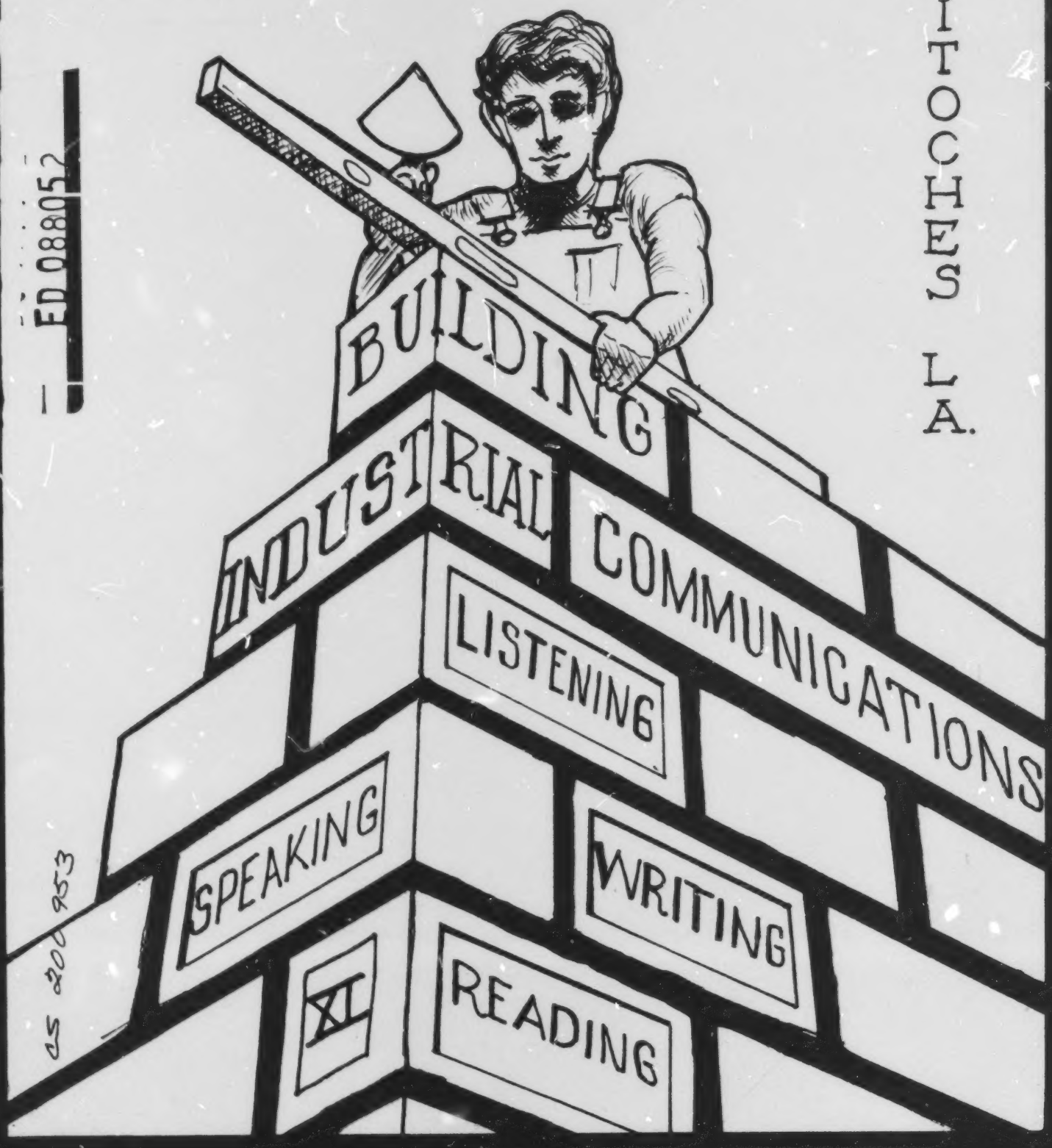

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Introduction

The materials you are about to use were developed in the summer of 1973 by teachers experienced in teaching the subject areas involved. These materials were developed with respect to the concept of performance objectives as organized by EPIC Diversified Systems Corporation of Tuscon, Arizona. EPIC was retained by the Natchitoches Parish School Board to serve as monitor and evaluator of this Interest-Based Curriculum.

The instructional materials developed in English, mathematics and science correlate the vocabulary, terminology, concepts and skills of construction trades to each academic area involved. For the sake of consistency, the format utilized herein contains certain symbols and abbreviations as instructional guides.

Objectives within the documents were divided into four categories; 1) program Objectives; 2) Performance Objectives; 3) Process Objectives; 4) Activities. These are categorized by the numbering system preceding each objective or activity. For example, the number sequence 8-1-3 refers to: Performance Objective number eight, signified by the first numeral; process objective number one, represented by the second numeral; and activity number three, as indicated by the third numeral. The numbers in parenthesis beneath each sequence $\overset{8\text{-}1\text{-}3}{(2,7,4)}$ indicate that the Program Objectives, to which each process objective relates. This identification system allows immediate identification of the objective(s) covered and assists in establishing a Project Monitorial System, referred to by the abbreviation PMS.

These courses of study are designed to be as inclusive as possible. Included are all activities with which a student will be involved in a teaching situation, along with many of the evaluation materials. Work-sheets, guides, and other materials will be used. Also, each unit or topic is terminated by a bibliography preceded by a list of equipment, films and other supplies.

Copies of these materials may be obtained from the Louisiana State Department of Education. If not available there, they may be secured by writing to:

Mr. Trent O. Melder, Coordinator
Natchitoches Central High School
Natchitoches, Louisiana 71457

Cost is $3.75 per booklet to cover expenses involved in preparation, handling and shipping.

Foreword

Within the pages of this document are contained the efforts by a group of teachers to develop curricular materials designed to correlate the subject matter of English with that of construction trades. The purpose of these efforts is twofold. First, it is the opinion of those involved that the subject matter of academic areas should be taught to students in a way that is both useful for their future aspirations and meaningful to them as citizens of our community, state, and nation. Second, by utilizing an interest-based curriculum, it is felt that the interests of students in their academic areas will be heightened, thereby improving their achievement in those subjects involved.

This course of study is not an adaptation of the traditional course or courses in English to a level compatible with the achievement of students involved. Quite the contrary is true. Every effort has been expended to assure that basic concepts and ideas in grammar, literature, communication, and other topics involved, have been included. The foremost change has been to adapt the vocabulary of construction trades to the English course of study. Utilizing this approach to the teaching of English opens to students two possibilities upon graduation. First, they will be able to utilize the skills gained in construction trades to enter actively into a vocation. Second, should their aspirations include post-secondary study, the knowledge gained through the correlated English classes opens this door to them also.

Development of the materials contained herein was most difficult and time consuming; however, the results are immeasurably rewarding. The opportunity to develop these and other materials was made possible by an ESEA Title III Grant. Our thanks are extended to the Louisiana State Department of Education for its assistance and encouragement.

Teachers involved in the development of these materials include the following:

Mrs. Sylvia Brown	Natchitoches Central High School
Mr. Andrew Marusak	Natchitoches Central High School
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UNIT I

ATTITUDES

OVERVIEW: ATTITUDES

An attitude is an emotion toward someone or something. This form of emotion cannot be measured in any way statistically; however, one's attitude toward self, school, peers and community reflects quite vividly one's outlook on life.

When a young man reaches the eleventh year of his educational training, his reflection on life has already been noticed by his peers, his school, his community and, in a somewhat more sophisticated sense, by himself. The development of an attitude at this stage in a young man's life cannot be attained; the attitude is there, already developed.

The purpose of this unit is to guide these mental concepts in the right direction: self-expression through good oral communication.

This unit is <u>not</u> designed to mathematically score a student's outlook on life as in a testing situation; nevertheless, results and responses will indeed be recorded in the hope of monitoring a noticeable improvement in the direction of self-expression through good oral communication.

SECONDARY OVERVIEW: The Novel

The novel unit will be taught primarily to increase the construction-trades student's appreciation and enjoyment of the novel form.

During this unit, teacher-directed discussion will be used as a method of learning and a method of improving oral communication. The teacher-guided discussions will encourage the construction trades student to make his own evaluation of the novel and help develop his skills in precise and orderly thinking.

The Catcher in the Rye will give the student a chance to discuss with his own peer group his reactions to the human situations he encounters in the novel. The student's grade will be mainly determined by his participation in the teacher-directed discussions rather than by the final test.

If the construction-trades student can be taught to enjoy the novel form, he will be able to read novels for pleasure during his leisure time for the rest of his life.

UNIT: ATTITUDES

1-0-0 At the end of the unit on attitudes, the students will demonstrate (5,6,7, their abilities to apply self-made attitudes using oral and written 8,9,10 responses at an increased accuracy of a teacher-made test.

1-1-0 During one class period the teacher will openly discuss the concept of self relationships and observe student participation on this monitored subject.

1-1-1 Discussion of attitude as one's most important characteristic

1-1-2 Discussion of attitude as one's mental outlook toward many things

A. What do you think about school?

B. How do you feel about the subject of English?

C. What is your reaction toward our principals? Our teachers?

2-0-0 At the end of this unit, the student will be able to better appreciate the novel form after having studied the novel, The Catcher In the Rye. The student will be able to orally discuss, write an essay, and pass a teacher-prepared test with 60% proficiency.

2-1-0 During a part of one period the teacher will introduce the novel unit with the use of filmstrips and records.

2-1-1 The teacher will play records and show filmstrips from Kit 26: "What to Look For in Drama and Fiction" (Eye Gate House).

2-1-2 The teacher will spend only a short time on the technical elements of the novel so as not to dampen the enjoyment of reading a novel for pleasure.

2-1-3 The teacher will administer an attitude test to determine the students' attitude toward the novel form.

2-2-0 The teacher will introduce The Catcher in the Rye to the class.

2-2-1 The teacher will pass out a vocabulary handout and discuss it briefly.

2-2-2 The teacher will pass out a copy of "Comin' Thro' the Rye," read it to the class, and very briefly discuss it.

2-2-3 The teacher will place posters on boards.

2-2-4 The teacher will show a filmstrip, "Redemption In Manhatten."

2-2-5 The teacher will distribute novels and read at least the first two chapters and designate the rest of the period for continued reading; then assign the first ten chapters for the next class meeting.

2-2-6 At the next class meeting the teacher will divide the class into six groups and assign each group a discussion question. The groups will be given twenty to thirty minutes to prepare a five to ten minute discussion of the question which the group will present to the whole class. Each member of the group must participate in the oral discussion. Then the entire class will have a teacher-directed discussion of the language in the novel.

2-2-7 The teacher will then assign more chapters to read.

2-2-8 The teacher will assign chapters eleven through nineteen for next class period and will read at least chapters eleven and twelve to the class.

2-2-9 The teacher will post other posters and pictures of the Rockettes, Radio City, Central Park, and New York in the winter.

2-2-10 The teacher will divide class into three groups, appoint leaders and assign a discussion topic. Each group will be given approximately thirty minutes to prepare discussion. (Each member must contribute to an oral presentation and then present it to class.)

2-2-11 The teacher will assign the remaining chapters (twenty through twenty-six) and will read at least chapters twenty through twenty-one to the class.

2-2-12 Students will again be placed in various groups (teacher should change composition of groups each time) and assigned discussion topics which they must prepare and present to the class.

2-2-13 The teacher will guide a discussion in which the entire class will participate.

2-2-14 The students will listen to a prepared tape discussion of The Catcher in the Rye.

2-2-15 The teacher will then direct an open discussion, attempting to get each student to participate.

2-2-16 Each student will select the poster he feels best depicts something he likes in the novel and will write a brief paragraph explaining his selection.

2-2-17 Each student will be assigned a home project that will be due for presentation to the class at the next meeting. Any class time remaining can be used to begin this project.

2-2-18 Home projects are presented to the class and discussed.

2-2-19 The teacher will review any pertinent material.

2-2-20 The test will be administered.

3-0-0 At the end of the unit on The Catcher in the Rye, the students will demonstrate their ability to interrelate new peer attitudes gained by the reading of the book as measured by a related, accuracy, teacher-made, response test.

3-1-0 During one class period the teacher will serve as a guide to correlate the concept of peer attitude in relationship to self and school attitudes.

3-1-1 On a piece of paper, list some rules and regulations which seem "phony" to you in our school system.

3-1-2 On a piece of paper, list some rules and regulations which seem "necessary" to you in our school system.

3-1-3 Discuss which items on lists (3-1-1 and 3-1-2) interrelate with one another and which ones do not. This discussion may be organized in some order of a debate.

3-1-4 A list of these said rules and regulations within our school system will be formulated in class.

4-0-0 At the end of the unit on attitudes the students will apply their knowledge gained concerning attitudes as measured by their response to the list formulated in activity 3-1-4.

ACTIVITIES

2-1-3 NOVEL ATTITUDE CHECKED

We are interested in finding out how you feel about novels. Please read the following statements. If the statement describes how you feel, put a check (✓) in the ALWAYS column. If the statement does not describe how you usually feel, put a check (✓) in the NEVER column.

The SOMETIME column should be marked when you cannot say definitely ALWAYS or NEVER to the statement. However, try to use the SOMETIME column as little as possible.

This is not a test. There are no right or wrong answers, so you won't be graded on it. Please be as frank as possible.

2-1-3 (continued)

	ALWAYS	NEVER	SOMETIME
1. I enjoy reading novels.			
2. I like novels that have been made into movies.			
3. I like the movies but don't like to read the novels.			
4. I think reading novels is stimulating.			
5. Novels don't have a place in today's world.			
6. I like to read novels <u>myself</u>.			
7. A novel should teach a lesson, and right should always prevail.			
8. I feel that the characters I read about in novels could really be people.			
9. I prefer to have novels read to me.			
10. I think reading novels is for girls.			
11. Most novels are about things I like.			
12. I feel the authors I have read have created phony characters who could not, or never could, have existed in real life.			
13. When a novel is read aloud in class, I go to sleep.			
14. Reading a novel is entertaining to me.			
15. I check out novels from the library.			
16. A novel should have much action.			

2-1-3 (continued)

	ALWAYS	NEVER	SOMETIME
17. A novel appeals to my imagination.			
18. A novel should always have a happy ending.			
19. I don't pay attention when anyone reads a novel to me.			
20. I enjoy reading a novel as much as watching a TV program.			
21. I wish we would skip the novel unit.			
22. I like novels that reveal a character's inner feelings and reactions.			
23. There is no need for the novel.			
24. The time it takes to read a novel does not matter.			
25. I like very short novels.			
26. I prefer long novels.			

2-2-0 INTRODUCTION

THE CATCHER IN THE RYE

Not many years ago this novel, The Catcher in the Rye, was banned in many high schools. Literary critics and educators, who considered the novel psychologically and realisticly sound fare for high school students, were criticized and threatened with dismissal. Not only was it considered bad for a class novel, it was also removed from the libraries.

The central character, Holden Caulfield, is a teenager who rejects the idea of growing up and entering the adult world he considers to be "phony" or a false facade. Many people have felt the language that Holden uses is foul and obscene. These same people feel that teenagers do not think like Holden does in this novel, particularly in the use of four-letter words.

Holden feels that he is alienated (or alone without help) from society in general, his family, and his peer group at school. He relates his attempt to become less alienated in very blunt, and, perhaps, crude language.

Over the years our ideas and laws about obscenity have changed. For instance, R and X rated movies could not have been made and distributed by legitimate movie companies at the same time this book was written. As you read this book, try to determine how the movie would be rated if the book were ever made into a movie. This is very unlikely because J. D. Salinger has forbidden the use of his works as the basis for movies, dramas, and television shows. He sold one work, "My Foolish Heart," to the movie industry and felt the movie adaptation was not true to what he had written.

2-2-0 (continued)

As you read, consider whether Holden is a typical teenager who is mixed up about what path he will follow in the adult world, but whom outside pressures keep forcing toward a decision he is unwilling to make, or whether Holden is an unrealistic teenager who could never have existed except in a novel.

VOCABULARY

1. Alienation: The feeling of being isolated from certain aspects of one's environment. Alienation may occur when a person's emotional ties with another person, group, institution, or belief are disrupted, and he feels the attachment can never again be the same. Sometimes, entire groups become alienated.

   Alienation takes different forms and may have a variety of consequences. An alienated person may become disoriented or hostile, feel helpless, withdraw within himself, or reject the values society has established. Many social scientists see a relationship between alienation and such behavior as crime, mental illness, and voter apathy. But alienation sometimes has such positive consequences as innovation, artistic creation, invention and discovery. Alienation is a theme of much contemporary literature.[1]

2. Novel: A novel is a long, prose work that is largely imaginary. Its chief purpose is usually to entertain, but its underlying aim is to help readers understand life.

   The novel is perhaps the broadest and least confined of all literary forms. It may be comparatively short. It may be long.

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[1]"Alienation," World Book Encyclopedia, 1972, I, 351.

The novel is usually about people, but it is sometimes about animals or other fabulous beings. If the characters are people, they may be of high or low rank. They may be employers or page boys. They may be saints or thieves.

There is much flexibility of action in the novel. The story can take place anywhere and at any time. The time of a novel may be in the past, the present, or the future.

Perhaps the greatest quality of the novel is the great variety of its subject matter. It may tell of practically unknown adventures. It may deal interestingly with familiar, everyday occurences. Reader interest is held by both types: romantic novels, which explore the new, and realistic novels, which recognize, analyze, and "check" the familiar.[2]

3. Digression: The insertion of material unrelated or distantly related to the specific subject under discussion in a given work.[3]

[2]"Novel," World Book Encyclopedia, 1972, XIV, 442.

[3]William Flint Thrall and Addison Hibbard, A Handbook to Literature, Revised and enlarged by C. Hugh Holman (New York: Odyssey Press, 1960), p. 145.

4. Hero: The central character in a work of fiction or drama. The term is applied to the characters who are the focal points of the reader's or spectator's interest, often without reference to the superiority of the moral qualities of one character over another. Used as a technical term in describing a work of fiction, "hero" refers to a relationship of character to action; therefore, the more natural term "protagonist" is probably preferable.[4]

5. Protagonist: The chief character in a play or story. When the plot involves conflict, the chief opponent or rival of the protagonist is called the antagonist. If the main plot centers about the career of a HERO who overcomes a VILLAIN who tries to thwart his efforts, the hero would be called the protagonist, the villain the ANTAGONIST. If, however, the main interest lies in the career of a VILLAIN, whose plans are defeated by the appearance of a successful HERO, the villain would be called the protagonist and the HERO the ANTAGONIST.

   The word protagonist was originally applied to the first actor added to CHORUS and leader in the early GREEK DRAMA: hence, its continuing sense of "first" or chief.[5]

6. Yellow: Mean, dishonest, cowardly.

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[4]Thrall and Hibbard, p. 219.

[5]Ibid., p. 384.

7. Rye: A cereal grain similar to wheat and barley. The plant has slender seed spikes with long, stiff beards. The dark-colored grains grow in pairs. Like those of wheat, the grains fall free from the chaff when threshed. Rye flowers, unlike those of wheat, oats and barley, open for pollination. They shed their pollen in great golden showers at blossomtime. Because rye pollinates in the open, it is difficult to keep varieties pure. Rye is used to make bread and certain liquors.

   Rye has been raised as a grain since the days of ancient Rome. It probably originated from wild species in eastern Europe or Asia. Wild rye still grows in these regions and in northern Africa.[6]

8. Ivy League: An athletic conference consisting of the following schools: Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania, Princeton, and Yale. Money, success, style of clothes.

9. Irony: A figure of speech in which the actual intent is expressed in words which carry the opposite meaning. Irony is likely to be confused with sarcasm but it differs from sarcasm in that it is usually lighter, less harsh in its wording though in effect probably more cutting because of its indirectness. It bears, too, a close relationship to

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[6]"Rye." World Book Encyclopedia, 1972, XVI, 544.

innuendo. The ability to recognize irony is one of the surest tests of intelligence and sophistication. Its presence is marked by a sort of grim humor, an "unemotional detachment" on the part of the writer, a coolness in expression at a time when the writer's emotions are really heated. Characteristically it speaks words of praise to imply blame and words of blame to imply praise, though its inherent critical quality makes the first type much more common than the second. The great effectiveness of irony as a literary device is the impression it gives of great restraint. The writer of irony has his tongue in his cheek; for this reason irony is more easily detected in speech than in writing since the voice can, through its intonation, so easily warn the listener of a double significance. One of the most famous ironic remarks in literature is Job's "No doubt but ye are the people, and wisdom shall die with you." Anthony's insistence, in his oration over the dead Caesar, that "Brutus is an honorable man" bares the same ironic imprint.[7]

10. Fencing: Fencing is skillful sword play used when men commonly settled quarrels by dueling with swords; fencing was a necessary part of every gentleman's training.

11. Foil: The foil is the original fencing weapon. It has a four-sided, flexible blade and a circular guard for the hand. It weighs about 17 ounces and is about 43 inches long.

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[7]Thrall and Hibbard, p. 248.

COMIN' THRO' THE RYE[8]

Gin a body meet a body
Comin' thro' the rye,
Gin a body kiss a body,
Need a body cry?
Every lassie has her laddie--
Ne'er a ane hae I;
Yet a' the lads they smile at me
When comin' thro' the rye.
Amang the train there is a swain
I dearly lo'e mysel';
But whaur his hame, or what his
name,
I dinna care to tell.

Gin a body meet a body
Comin' frae the town,
Gin a body greet a body,
Need a body frown?
Every lassie has her laddie--
Ne'er a ane hae I;
Yet a' the lads they smile at me
When comin' thro' the rye.
Amang the train there is a swain
I dearly lo'e mysel';
But whaur his hame, or what his
name,
I dinna care to tell.

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[8]Robert Burns, "Comin' Thro' the Rye," The Family Album of Favorite Poems (New York: Grosset and Dunlap, 1959), p. 112.

2-2-6 Discussion Questions Assigned to Group

The teacher will divide the class into six groups and assign each group one of the discussion questions. The question will be typed and handed to each group. The teacher will stress the importance of each student's contributing to the preparation and oral presentation of his group's discussion. A monitor is selected for each group.

1. Discuss Holden's visit to professor Spencer, pointing out why Holden went to see professor Spencer; how Spencer reacted to Holden; and Holden's feelings when he left Spencer. Be prepared to defend your answer with specific incidents.

2. Does Holden like or dislike Ackley, Stradlater, and Brossard? Use specific incidents from the novel to back up your answer.

3. Holden writes a descriptive theme about Allie's baseball glove for Stradlater to turn in. How do Stradlater's comments on the theme effect Holden? What does Holden do? Why?

4. Holden decides to slip quietly away from Pencey Prep before the beginning of the holidays and his expulsion. But when he is leaving that night, he is "sort of crying" and yells, "sleep tight, you morons." Why does he (Holden) do this? Is he happy to be leaving? Is he sad to be leaving? Use specific incidents to defend your answer.

5. On the train to New York, Holden meets Eddie Morrow's mother and engages in a long conversation with her. Does Holden respect himself for his behavior? Do you respect Holden for the manner in which he conducted himself during the conversation? Use specific parts of the conversation to defend your answer.

6. Holden tells himself that he comes to New York to rest before he goes home to face his parents and to get away from the perverts at school. Is this true? Use the following in your answer: the events he sees from his hotel window immediately after he checks in, the phone call to Faith Cavendish, and the nightclub meeting with the girls from Seattle.

7. All students will be encouraged to participate in a teacher-guided discussion of the following questions: Does Holden's language offend you? Is it obscene? Why? Do real teenage boys think like Holden?

2-2-10 Discussion Assigned Students After Second Section is Read

Students will be divided into three groups. It must be stressed that each member of the group will participate in the discussion. A monitor is appointed for each group. Each group will be assigned one girl to discuss: Holden's relationship with three girls, Jane Gallaghar, Sally Hayes, and Sunny, has been clearly depicted in the novel. Using specific incidents from the novel, each group will tell "how and why" Holden feels as he does about the girl they have been assigned to discuss. Members of each group will be allowed to disagree with each other and to present different conclusions. The teacher must be prepared to guide the discussion.

2-2-12 Discussion of the Novel by Students

1. Discuss the following quotation using specific incidents from the novel to make your point:

   Holden states "I hate fist fights. I don't mind getting hit so much--although I'm not crazy about it, naturally--but what scares me most in a fist fight is the guy's face. I can't stand looking at the other guy's face, is my trouble. It wouldn't be so bad if you could both be blindfolded or something. It's a funny kind of yellowness, when you come to think of it, but its yellowness, all right."

2. Holden doesn't want to finish prep school because he will have to go to an Ivy League school and join the rat race. Does this make Holden a rebel? Defend your answer.

3. Holden likes the New York Museum of Natural History because things are always the same and never change. This is why he turns to Allie when he is about to break down because Allie cannot change. Use these incidents to explain why Holden does not want to grow up.

4. Using the following incidents, explain Holden's desire and inability to be the Catcher in the Rye:

   "The crazy cliff" he would like to guard children from going over as the Catcher in the Rye symbolizes a line each must pass over from the innocence of childhood to what Holden considers the phoney adult world.

   When Holden sees the dirty words of the adult world written in the school, he plays the Catcher in the Rye by erasing the obscenities that would remove the innocence of childhood, but he continues to find the obscenities, even at the museum. Finally Holden realizes that even if you had a million years, you couldn't rub out even half "of the dirty adult words."

   After Holden sees these obscene words for the third time, he has a bowel movement and faints. He finally accepts responsibility of an adult when dealing with Phoebe and when he does not run away.

5. Explain how the following passage describes Holden's "occupation" concerning the "crazy cliff." He is watching Phoebe on the carousel: "The thing about kids is, if they want to grab for the gold ring, you have to let them do it, and not say anything."

6. The last adult that Holden feels he can trust is Mr. Antolini. Mr. Antolini had picked up Jerry Castle after he committed sucide. Antolini gives Holden some high-sounding advice, but not understanding. When Holden awakens, Antolini is patting him on the head and Holden immediately thinks Antolini is making a "flitty" pass. He hurridly leaves the Antolini apartment and later wonders if perhaps Mr. Antolini just liked to pat guys on the head when they're asleep. "How can you tell about stuff like that for sure? You can't."(p. 253) Why does Salinger leave the Antolini event with so much ambiguity? Defend your discussion.

2-2-13 Teacher-Led Discussion

The teacher will let the students know that each will receive a grade for his participation in this discussion. Logical, sequencial thinking should be stressed in all presentations. This will be a total class discussion that will be guided by the teacher, who will again discuss irony.

1. Since Holden felt as he did about movies and D. B. writing for the movies, explain the irony of Holden's being in Hollywood at the end.

2. Is this an obscene novel? Why? Present your answer in logical sequence.

3. Should this novel be on a required reading list for students? Teachers? Why?

2-2-17 An Outside Project for the Novel Unit

The teacher will guide each student in selecting one of the following as an outside project for the novel unit. Each student will present his project at the next class meeting. The teacher should stress that each of the written assignments should be short and not longer than several very brief paragraphs.

1. Design and prepare a poster that illustrates a scene or theme that impressed you in the novel. Be prepared to discuss the theme or scene that you choose.

2. Write a newspaper article that could have been written if Holden's parents had discovered he was missing from school and had asked the police to find him.

3. Using the same idea, write what a radio or television commentator might have reported on the air.

4. Write a follow-up newspaper story announcing Holden had been discovered or had come home.

5. Using the same idea, write the follow-up that a television or radio commentator might have used on the air.

6. Suppose you were to need to "go underground"; how would your "going underground" be different from Holden's experience? Explain. Would it be easier today? Why?

7. Television sets were rare and only a very few persons owned one when this novel was written. If Holden were a teenager today, he would have definite ideas about television. In Holden's language, write what he would say about one of the following:
(1) the news, (2) a mid-day "soap opera," (3) a western, (4) a hospital show. (Name one particular show in your composition).

2-2-20 TRUE OR FALSE

Write true or false in the blank for each statement:

_____ 1. Holden is a good golfer and dancer.
_____ 2. Holden is not snobby in his attitude about what type of luggage a person should have.
_____ 3. Holden was very short and was self-conscious about not having grown any for the past year.
_____ 4. Holden felt Stradlater was a true friend.
_____ 5. Holden respects Sunny and thinks she is a fine person.
_____ 6. Maurice is very kind and understanding in his treatment of Holden.
_____ 7. Holden found out where the ducks in Central Pa.. went in the winter.
_____ 8. Holden admired his father and wanted to be like him.
_____ 9. Holden had been deeply affected by Allie's death and misses her very much.
_____10. Holden does not care whose feelings he hurts.
_____11. Holden thinks his little sister, Phoebe, is a nuisance and does not like to be around her.

MATCHING

Write the letter opposite the person's name each statement best describes:

_____1.	Antolini	a.	died of luekemia
_____2.	Stradlater	b.	wrote terrible movies
_____3.	Allie	c.	prostitute
_____4.	Maurice	d.	secret slob
_____5.	James Castle	e.	old bathrobe and smell of Vicks
_____6.	Spencer	f.	never moved the kings in checkers
_____7.	Jane Gallaghar	g.	taught English
_____8.	D. B.	h.	committed suicide
_____9.	Sunny	i.	elevator operator

Write a brief paragraph on one of the following:

1. Do you think Holden Caulfield is a true-to-life depiction of a teenage boy? Why?

2. This novel is (or is not) obscene and should (or should not) be taught in high school? Why?

TEST

1. The main character and narrator of the novel is_____.
(a) Stradlater; (b) Ackley; (c) Caulfield; (d) Maurice; (e) Allie.

2. Holden felt that Stradlater was best described as_____.
(a) a great guy; (b) a well-built fellow; (c) a brain; (d) a secret slob.

3. When Stradlater asks Holden to write a descriptive theme for him, Holden writes about_____.
(a) a room; (b) Allie's baseball glove; (c) Sally; (d) Professor Spencer's bathrobe; (e) Ed Bandy's car.

4. When the fencing team went to New York, Holden left the foils_____.
(a) on the subway; (b) at Grand Central Station; (c) on the carousel; (d) in Central Park.

5. Holden constantly refers to himself as being_____.
(a) a ratty boy; (b) yellow; (c) phony; (d) mature; (e) a secret slob.

6. Holden regarded Maurice, the elevator operator, in spite of his hurting him, as_____.
(a) an honest fellow; (b) a secret slob; (c) yellow; (d) a pathetic, miserable figure; (e) boring.

7. The first person for whom Holden accepts responsibility other than for himself is_____.
(a) Allie; (b) James Castle; (c) Ackley; (d) Phoebe; (e) Brossard.

8. Holden irritates a taxi driver because he wants to know_____.
(a) what happens to the ducks in Central Park in the winter; (b) what happens to the fish in Central Park in the winter; (c) why the taxi driver will not have a drink with him; (d) what he thinks of his red hunting cap; (e) if the driver will find him a girl.

9. Because he does not want to be thought odd or different, Holden removes his_____before he goes into the hotel.
(a) red hunting cap; (b) galoshes; (c) fur gloves; (d) turtle-neck sweater; (e) windbreaker.

10. When Castle jumps to his death, he is wearing Holden's_____.
(a) red hunting cap; (b) galoshes; (c) fur gloves; (d) turtle-neck sweater; (e) windbreaker.

11. Which of the following did not let Holden down?_____.
(a) his parents; (b) his brother, D. B; (c) Mr. Antolini; (d) Phoebe; (e) Carl Luce; (f) Sally.

3-1-1 "PHONY" RULES AND REGULATIONS

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

6. _____

_____

_____

3-1-2 "NECESSARY" RULES AND REGULATIONS

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

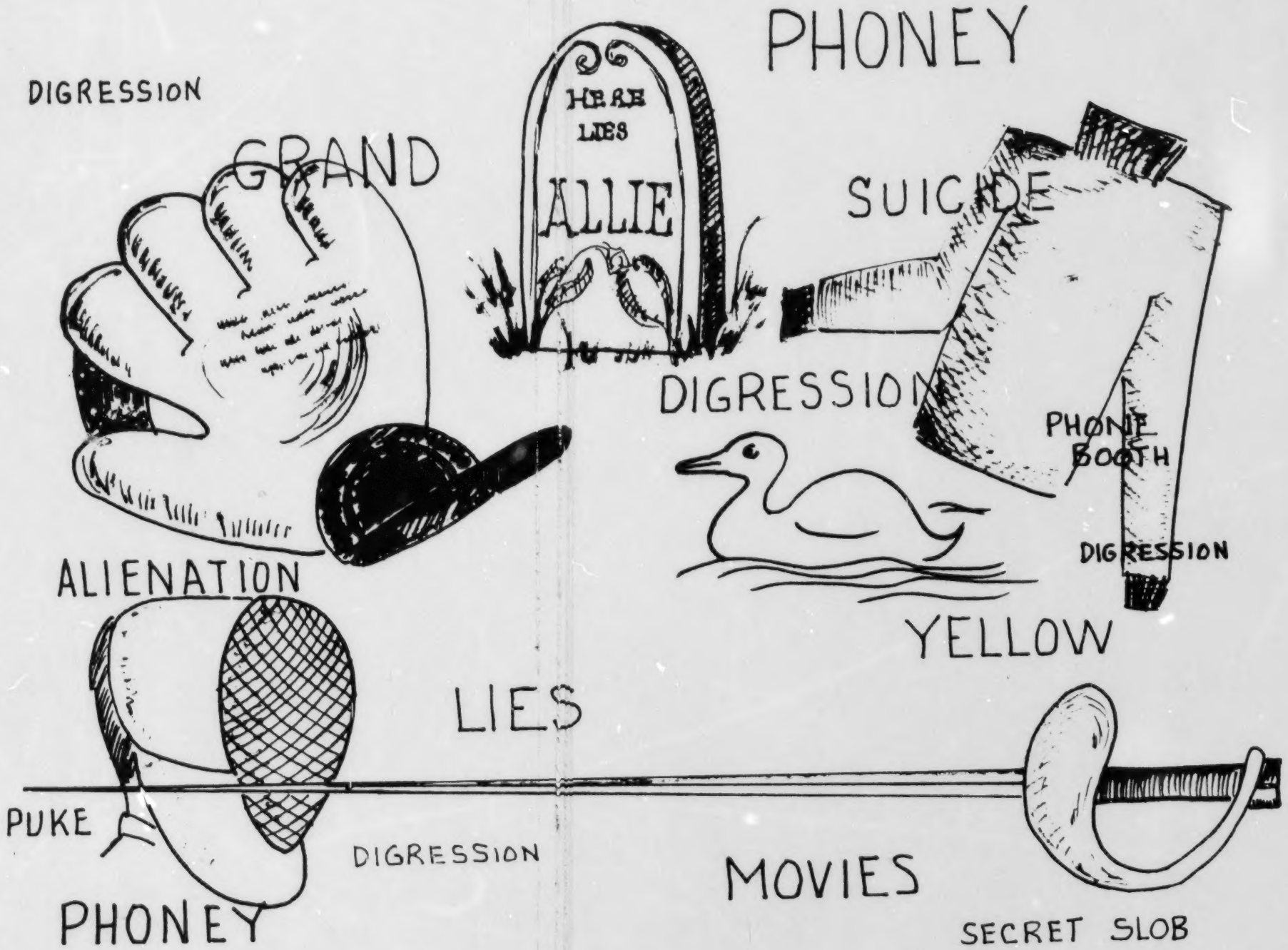
6. _____

_____

_____

INSTRUCTIONAL MATERIALS

BIBLIOGRAPHY


DIGRESSION
PHONEY
HERE LIES
ALLIE
GRAND
SUICIDE
DIGRESSION
PHONE BOOTH
DIGRESSION
ALIENATION
YELLOW
LIES
PUKE
DIGRESSION
MOVIES
PHONEY
SECRET SLOB

MATERIALS NEEDED

2-1-1	Record player and filmstrip
2-1-3	Handout
2-2-0	Handout
2-2-1	Handout
2-2-2	Handout
2-2-3	Bulletin board
2-2-4	Filmstrip
2-2-5	Novels
2-2-6	Handout
2-2-9	Bulletin board
2-2-10	Handout
2-2-12	Handout
2-2-13	Handout
2-2-17	Handout
2-2-20	Handout
3-1-1	Handout
3-1-2	Handout
4-0-0	Handout

LIST OF MATERIALS

1. Cassette: "The Message of J. D. Salinger"
   Cassette Player

2. Five posters

3. Newsweek on Holden Caufield

4. French, Warren. J. D. Salinger. Tuvayne Publishers: New York, 1963.

5. World Book Encyclopedia, Vol. I

BIBLIOGRAPHY

Burns, Robert. The Family Album of Favorite Poems. New York: Grosset and Dunlap, 1959.

Thrall, William F. and Addison Hibbard. A Handbook to Literature. New York: Odyssey Press, 1960.

DIRECTIONS FOR COMPLETING MONITORIAL SHEET

A. Heading Information:

1. Class: Enter the name of the Interest-Based Curriculum Area, eg. Math For Industry.

2. Teacher: Enter name of teacher. If more than one teacher is involved, give the name of the teacher managing the instructional activity.

3. Date: Enter the date of submission of the monitorial sheet.

4. Objectives (By Number): Enter the numbers of the interim-performance objectives covered by the monitorial sheet. Process and task level objectives should not be entered in this area of the form.

5. Time Interval: Specify the beginning and ending dates for the industrial activities covered on the particular monitorial sheet.

B. Line Item Information:

1. Objectives: Enter the nunber(s) of the process/task level objectives implemented to bring about the behaviors specified in the interim-performance objectives noted in A-4 above. Do not specify interim-performance objectives at the line item level.

2. Estimated Time: Enter the estimated time for completion of each process/task objective. This should be noted in terms of days to the nearest tenth. One day is equivalent to the instructional activity period for the given curriculum area for a single group of students.

3. Actual Time: Same as #2 above in terms of actual days and tenths of days utilized to carry out the line item objective.

4. Date Completed: Date of completion of the instructional activity.

5. Teacher's Initials: Initial each line item to signify completion of the instructional activity.

C. Additonal Information:

1. Objectives Not Covered (List By Number): List those process/task objectives not implemented in the instructional activities for the given interim-performance objectives.

2. Objectives Altered or Added (List By Number; State Adjusted Objective on Back of Sheet): Complete as specified.

Natchitoches Central High School
Natchitoches, Louisiana

Monitorial Sheet

Class_____ Teacher_____ Date_____

Objectives (By Number)_____

Time Interval: _____

Objectives	Estimated Time	Actual Time	Date Covered	Teacher's Initials

Objectives Not Covered (List By Number)_____

_____

Objectives Altered or Added (List By Number; State Adjusted Objectives on Back of Sheet)_____

_____

UNIT II

CAREER DEVELOPMENT AND ORAL COMPOSITION

OVERVIEW

Students need opportunities to discover the world of work and to explore the various channels open to them in finding jobs suited to their capabilities. A unit on career development exposes the student to self-examination, discrimination, and assessment of his place in the working world.

The purpose of this unit is twofold: to develop an awareness of careers in construction and to share orally learning experiences through discussion and oral reports. The students will discuss the need to be prepared for job hunting and the need for courtesy in discussions. Time will be spent in learning the skills of research and of preparation of a research paper, but no actual paper will be written. Instead, the students will present orally their findings related to a job of their choice.

Integrated throughout the unit will be vocabulary study. Limited vocabulary is a serious drawback in any field of work, play, or study. Better communication through discussion, reading, oral reporting, and vocabulary study is the ultimate goal and the basis for all activities.

Unit: Career Development and Oral Composition

1-0-0 (4,5, 10,11) At the end of the career-development unit, the students will demonstrate their ability to present orally their research data through organization and creativity with 67% correctness on the evaluation included in this unit.

1-1-0 During several class periods, the teacher will present motivational materials concerning the world of work, as evidenced by the project monitorial system.

1-1-1 Discussion as an introduction to the unit
1-1-2 View filmstrip kit "What You Should Know Before You Go To Work" (two filmstrips and records).
1-1-3 Discuss bulletin board "Would You Hire You?"
1-1-4 View the poster set "Getting a Job."
1-1-5 Discuss handout "World of Construction" to see what the students already know about the jobs.
1-1-6 Introduce vocabulary word list for this unit.

1-2-0 During several class periods the teacher will guide the students in presenting oral group discussions on various topics, using the handout "Rating a Discussion" as a guide, as evidenced by the project monitorial system.

1-2-1 Present the list "Topics for Discussion" and allow reactions to some of the topics.
1-2-2 Explanation of a discussion
1-2-3 Review tools of the library, with the librarian as guest speaker.
1-2-4 Divide the class into discussion groups and let each group choose a topic from 1-2-1.
1-2-5 Read and prepare discussions, with teacher guidance.
1-2-6 Group presentations of discussions and evaluation of each

1-3-0 During several class periods the teacher will aid the students in researching, preparing, and presenting oral compositions in job areas of their choosing, as evidenced by the project monitorial system.

1-3-1 Review orally the concepts in getting to know oneself. (1-1-2, 1-1-3)
1-3-2 Review orally the handout "World of Construction." (1-1-4)
1-3-3 Read pamphlets and magazine articles about jobs to choose that interest the students.
1-3-4 Discuss the handout "Do I Want This Job?" Apply each question to the jobs the students are interested in.
1-3-5 Review the steps in gathering information:
(a) Where to find material
(b) How to make a working bibliography
(c) Taking notes

1-3-6 Review the steps in making a topic outline from notes.
1-3-7 Review the steps in making a final bibliography.
1-3-8 Spend the necessary time doing research (reading, taking notes, preparing outlines and bibliographies).
1-3-9 Plan organized, detailed oral reports.
1-3-10 Review the basic criteria for effective oral reporting.
1-3-11 Students present compositions orally, evaluating each other as the teacher evaluates.

1-4-0 During one class period the teacher will review and administer a written test to evaluate the comprehension of the basic concepts and vocabulary words in the unit, as evidenced by the project monitorial system.

1-4-1 Oral review
1-4-2 Written test

ACTIVITIES

1-1-1 Discussion as an Introduction to the Unit:

1. What is a vocation?
   It is the occupation, trade, or profession in which a person works.

2. Name two important steps in reaching one's desired vocation.
   (1) Obtaining proper information
   (2) Making careful plans

3. Discuss some factors involved in planning one's vocation.
   (1) Know your own interests, abilities, needs, desires, and attitudes.
   (2) Know about the jobs that are available and the opportunities they offer (major purpose of this unit).
   (3) Have an awareness of our rapidly changing world.

4. What are some reasons people work?
   (1) To earn a living
   (2) To gain status
   (3) To achieve self-expression

5. Discuss the two kinds of earnings and the reasons for each.
   (1) Current earnings - enough money to provide a suitable standard of living, day to day
   (2) Continuing earnings - enough money to provide security for the future and illness

6. What is success?
   Answers will vary.

7. In this unit we are going to explore the world of work and opportunities in the construction trades. We will talk about getting and keeping jobs, labor unions, and economics, and we will do some research in the various fields.

1-1-3 Would You Hire You?: Some Points for Discussion

The great Greek philosopher Socrates once said, "Know thyself," and this is the very first thing we must do before we can choose a job. It is not easy to do, but let us try.

A. Your Mental Abilities

You might have heard other people refer to your IQ. Literally, "IQ" stands for "intelligence quotient." Practically, your IQ is an indication of your ability to learn and your ability to solve problems.

We know that one's IQ does not consist of just one ability, but many. We are all strong in some abilities and weaker in others. The important thing to know is where our strong points and our weaknesses lie.

For career planning purposes, there are six primary mental abilities which are of particular concern and they are: (put on board)

(1) verbal comprehension ability - You have the power to catch very quickly the meaning of what you hear and what you read.
(2) word fluency ability - You are able to express yourself well in writing and speaking.
(3) special ability - The capacity to see an object in all dimensions.
(4) numerical ability - You can handle numbers with great ease.
(5) reasoning ability - You can understand problems and solve them logically.
(6) memory - You can remember things easily.

Ask yourself: What are my mental abilities? What are my strong points? What are my weaknesses? How does my general ability to learn compare with that of others my age?

Consult your school counselor. The counselor is trained and experienced to help you get a better understanding of yourself and your abilities.

B. Your Special Abilities

These abilities are often known as talents. We all have some talents. It is important to determine which special abilities you possess and where your strengths and weaknesses lie in this matter.

There are many different aptitudes which you may possess. You already may be aware of some of these. Do you tinker with broken radios or television sets? When you do, do you fix them? When you push the button of a camera, are the resulting

pictures always sharp, in focus, and appealing? Have you advanced to developing and printing these pictures yourself? Has your art teacher admired your paintings and pencil drawings and told you that you have art aptitude? Do you sing or play a musical instrument?

In career planning, it is important to find out which of your abilities and your interests coincide. We do not necessarily like to do those things we are capable of doing well.

What are your interests? Where do they lie?

C. Your Interests

What are your likes and dislikes? Everyone has his own particular interests. These interests are not necessarily the same as those of your parents, your brothers and sisters, or your friends and classmates. Your hobbies and other spare-time activities give excellent clues to your interests. For example, many boys whose hobbies were constructing model airplanes have become aeronautical engineers or airplane mechanics or pilots.

There are several types of tests, or inventories, to help you determine your interests. The most popular of these is the Kuder Vocational Preference Record. You may have taken this "test" at some time in your school career.

If you have any questions about your basic interests, see your school counselor. He is qualified to help you to get to know and understand all aspects of yourself.

D. Your Personality

"Personality" is a term which is frequently misused and misunderstood. How often have you heard someone say, "He's got personality. I wish I had it, too"?

Everyone has personality. However, everyone's personality is different. Just what is personality?

Basically, your personality is your total behavior in response to your total environment. It is everything that you think and say and do to yourself and to those with whom you come in contact in the course of your daily activities.

How do you behave at school, at home, at parties, at club meetings, at the movies, at work, after school, at the homes of friends and relatives?

The way you act in these places and the way you react to the people you meet there are all part of your personality.

Ask yourself these questions about your personality:

(1) Do I like most people I meet?
(2) Do they like me?
(3) What sort of an impression do I make on others?
(4) Am I generally shy or more often aggressive?
(5) Would I rather watch people do things or would I rather be one of the doers?
(6) Am I frequently optimistic and hopeful or do I tend to be pessimistic and see the gloomy side of things?
(7) Am I a diligent, hard worker?
(8) Do I have perseverance--"stick-to-itiveness"?
(9) Have I shown evidence of leadership ability?
(10) Would I rather be a follower than a leader?
(11) Am I generally eager to assume responsibility, and when I do, can I carry it through to a successful conclusion?
(12) Do I have a reputation for being loyal and dependable?
(13) Am I generally punctual for appointments?
(14) Am I a procrastinator, constantly putting off for tomorrow those things which need to be done today?
(15) Am I generally enthusiastic about the things I do or the things I plan to do?
(16) Do I find that there just aren't enough hours in the day for me to accomplish all I would like to do, or does time seem to drag on endlessly?
(17) Do I enjoy working under pressure, knowing I must complete a certain task by a certain hour?

Your personality--and your future career--depend a great deal upon your state of health--both mental and physical. Often we are grumpy or listless because we are actually sick and don't know it. If you are troubled by a health problem, visit a doctor immediately and discuss the matter with him.

It is often difficult to judge ourselves fairly and to decide if we have pleasing personalities or not. A good way to find out about ourselves is to talk to an older relative. In addition to the constructive criticism from members of our family, we can receive a great deal of assistance from our school counselor or our favorite teachers.

E. Your Scholastic Record

Your scholastic record, generally, is an indication of your ability to learn certain school subjects. Most high school curricula fall

into one of three broad categories: academic, commercial, and vocational. The academic courses are college preparatory. The commercial and vocational courses can be put to more immediate wage-producing use than the academic courses. Although few employers will ask you to show them your report cards, many do ask whether you ranked in the top quarter or half of your class. You should always strive to get high marks in all your classes by doing your best honest work.

F. Your Work Experience

Part-time work offers valuable experiences to young people. Here you have the opportunity of testing different types of jobs and getting a first-hand view of actual on-the-job relationships. The kinds of jobs which high school students hold are numerous and varied. Part-time employment can be used in several ways:

(1) It may lead to full-time employment.
(2) It may serve as a stepping stone to another area of work.
(3) It may serve as a way to get money for further education and training.

1-1-5

Prepared by:
Dr. Ronald L. Hoenes
School of Education
Georgia Southern College

WORLD OF CONSTRUCTION

Occupation	Minimum Required Education
Architect Architectural Renderer Construction Engineer Highway Engineer Lawyer Architectural Modeler Structural Engineer Urban Planner	College Plus Grad School
Arbitrator (Conciliator) Employment Interviewer Employment Personnel Recruiter Engineer, Soils Tester Industrial Engineer Landscape Architect Purchase-Price Analyst Research Engineer Mediator City Planner Aid	College (4 years)
Salesman	Junior College (2 years)
Building Consultant Color Expert Draftsman Estimator (Materials) Real Estate Agent Template Maker	Technical School (2 years)

1-1-5 (continued)

Occupation	Minimum Required Education
Apprentice (Numerous Occupations)	
Batterboard Setter	
Bookkeeper	
Caulker	
Carpenter (Numerous Areas)	
Cement Mason	
Concrete Breaker	
Concrete Mixer	
Contract Clerk	
Contractor (Numerous Areas)	
Dry-Wall Applicator	
Dry-Wall Finisher (Taper)	
Duct Layer	
Electrician	
Expediter Clerk	
Floor Layer	
Foreman (Numerous Occupations)	Vocational School and/or Apprentice Programs (6 months - 2 years)
Form-Builder	
Form-Stripper	
Glazier	
Inspector (Numerous Occupations)	
Insulation Installer	
Lay-Out Man	
Maintenance Man (Numerous Areas)	
Material Lister	
Painter	
Plasterer	
Plumber	
Reinforcing Iron Worker	
Rigger	
Rodman (Surveying)	
Roofer	
Safety Inspector (Numerous Occupations)	
Salvage Man	
Serviceman (Numerous Occupations)	
Sheet-Metal Worker	
Structural Steel Worker	
Supervisor (Numerous Occupations)	
Surveyor (Land)	
Business Agent, Labor Union	
Helper (Numerous Occupations)	
Hod Carrier	High School
Material Handler	
Laborer (Numerous Occupations)	High School Dropout
Mortar Mixer	

1-1-6 Words to Know on and off the Job

1. status
2. vocation
3. business
4. application
5. union
6. résumé
7. ability
8. interest
9. personality
10. interview
11. discussion
12. special
12. experience
14. construction
15. building
16. advertizing
17. inflation
18. salary
19. benefits
20. expenses
21. government
22. labor
23. credit
24. reference
25. manufacture
26. progress
27. raise
28. system
29. career
30. American
31. modern
32. according
33. increase
34. handle
35. arrow
36. pump
37. property
38. including
39. advice
40. brief
41. available
42. community
43. closed
44. education
45. area
46. ambition
47. operation
48. equally
49. volume
50. possible

1-2-1 TOPICS FOR DISCUSSION

1. The gasoline shortage
2. The high price of food
3. Abortion
4. The space program
5. The war in Ireland
6. Movie ratings
7. Publications of labor unions
8. "White slavery"
9. Educational activities of unions
10. How Americans are influenced by advertisers
11. The four-day work week
12. Crime in the U.S.
13. Legalization of marijuana
14. Bugging in the name of a "cause"
15. Women's liberation
16. Public education
17. School spirit
18. Alcoholism
19. Divorce
20. Inflation and war
21. Money-making investments
22. Taxes
23. Loan companies, banks, and interest
24. Economic activities of the government
25. Owning a small business
26. The building trades
27. Strikes
28. Government defense spending
29. Life and health insurance
30. Installment buying
31. Charge accounts

1-2-2 Explanation of a Discussion

A discussion is a form of speaking in which the speakers attempt, through the exchanging of ideas, to solve a problem. Although discussions are much like conversations, discussions are usually more planned and more formal.

Discussion begins with a question rather than with a statement. At the time the discussion opens, the answer to the question is not known, but during the discussion the people contribute opinions and suggest solutions.

There are five basic steps in conducting a good discussion:

(1) Definition of terms. It is much easier to discuss a problem if everyone present understands the meaning of all terms used in relation to the particular question.

(2) Analysis of the problem. Certain questions need to be asked about the problem in order to gain a better understanding of it. Such questions are the following: What caused it? What is its past history? What contributing factors make it what it is? How important is it?

(3) Suggested solutions. At this point each person contributes every solution he can think of, not with the idea that any one of them is the best, but with the idea of presenting every possible solution.

(4) Choice of the best solution. After deciding on the good points and the bad points of each, the group now decides which solution is the best, for the particular question.

(5) Plan for putting the solution into operation. If they can do so, the discussion group should plan to put the solution into operation.

It is important that the discussion group have a leader. If you are a leader in a discussion group, you should follow these guidelines:

(1) Introduce the members of the group and state the question.

(2) Keep the discussion moving forward. Stop group members from straying from the topic.

(3) See that all members participate as equally as possible.

(4) Summarize the main points from time to time so that participating members and the audience will know what has been agreed upon.

(5) Have a broad general knowledge of the question.

(6) Present a final summary, stressing the conclusions that have been reached; then close the discussion.

If you are a member of a discussion group, you will be a successful participant if you follow these suggestions:

(1) Prepare what you plan to say in advance. It is not necessary to plan a set speech, but you should have your ideas ready to put into words.

(2) Be willing to compromise.

(3) Let the other group members have their fair share of the time.

(4) Listen carefully to what is said.

(5) Learn to recognize worth-while ideas and to reject those that are weak.

(6) Avoid arguing. Learn to disagree courteously.

(7) Remain open-minded.

(8) If a course of action must be decided upon, be willing to abide by the majority opinion.

Remember that no two people are alike. Every single one of us is different from everyone else. Different homes, different training, and natural individual differences make us all unlike all others. Thus, all of us have something worthwhile to say, something no one else could think of or say. Don't be afraid to participate. What you have to say may be an important part of the discussion.

Do I Want This Job?

1. What are the duties involved in this job?
2. What are the educational requirements?
3. What kinds of skills are needed?
4. Where will I be in the chain of command?
5. What are the hours of working time?
6. How much time must be spent at home preparing for each day's work?
7. What clothes must I wear?
8. What are the fringe benefits?
9. What is the salary?
10. Is there any traveling involved?
11. Must I move often?
12. Must I join a union?
13. If so, how do I join, and what expense is involved in doing this?
14. Must I change my hair and life style to keep this job?
15. Will I be responsible for any major decisions?
16. What are my chances for advancement?
17. Will I work alone or in a group?
18. Will I get personal satisfaction from this job?
19. What are the dangers involved?
20. Is this job permanent or temporary?
21. Will the job become obsolete in the future?

Where To Find Material

1. Observation or experience. This will not be your only source of information, since your experiences or observations are likely to be limited.

2. Interviews. Persons in your community probably can give you helpful information.

3. The library. Usually the library offers more help than any other source.

4. Special bulletins and reports. Government, industry, and various organizations are constantly publishing bulletins or reports. You can get from the Government Printing Office, Washington, D. C., a list of the pamphlets that it has available. For a list of the leading associations of the U. S., consult the Information Please Almanac or the World Almanac. In writing for material, state specifically what you are interested in finding out.

1-3-5 (b) How to Make a Working Bibliography

While you are gathering your information about the job of your choice, you will make a working bibliography, which is a list of the specific sources you plan to use.

Guides to follow:

1. Use ruled 3 x 5 inch cards.

2. Make one card for each book, bulletin, article, pamphlet, or interview.

3. Arrange the cards in alphabetical order.

4. Follow the same forms that you will use in the final bibliography. What to include on the card depends upon the kind of source.

   (a) A card for a book, a pamphlet, or a document shoud list these:

   (1) The author's name (last name first)
   (2) The title of the book (underlined)
   (3) The edition (if none is given, it is the first edition and it is not necessary to list this)
   (4) The place of publication
   (5) The name of the publisher
   (6) The publication date
   (7) A brief statement about the contents, the call numbers of the book, and the place where the book is available

Example: A book

Splaver, Sarah
Your Career If You're Not Going to College.
New York: Julian Messner, 1963.

Very good information on construction industry.

371.42
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School library

(b) A card for a magazine article differs only slightly.

(1) The title of the article is put in quotation marks, not underlined.
(2) The title of the magazine itself is underlined.
(3) The volume number (in Roman Numerals) and year are given.
(4) The page or pages containing the article are named.

Example: A magazine article

Hart, Sen. Phillip A.

"Truth in Housing." American Home, LXXVI (July, 1973), 6.

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(c) A card for a part of a book (an essay or chapter) is like that for a magazine article except there will be no volume number.

(d) A card for an encyclopedia article names the article, the encyclopedia, the volume and the edition, and the page or pages covered.

Example: an encyclopedia

"Vocations." World Book Encyclopedia (1972 edition), XX, 340-355.

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1-3-5 (b) (Continued)

Guides for Finding Bibliographical Material

1. Look first of all in general references, such as encyclopedias.
   a. If your topic is a narrow one, look under a related, broad topic.
   b. Look in the index volume for additional references for a subject.
   c. Read carefully to get a general background for your subject.
   d. Make a bibliography card for each source that you read; also, make cards for any references recommended in a source.

2. Look in special reference books (almanacs, Occupational Outlooks Handbook, atlases and marketing guides) for additional sources that you may want to consult. Make cards for them. Make a card for a reference book itself only if it contains a discussion of your topic.

3. If 1 and 2 do not provide help, talk to your librarian. There are guidebooks and bibliographies to which he can refer you.

4. Make full use of the Readers' Guide.

5. Use the card catalogue. (a) If your topic is not listed, look under related topics. (b) For any titles for which you have already made cards, copy the call numbers to help you get the books quickly.

6. As soon as you locate titles of pamphlets or bulletins not found in your library, order the material. Make out a card for each such item.

7. Write bibliography cards for any interviews. Give the date and name of the person interviewed; tell why you think he is reliable.

8. Hand in your complete set of cards for inspection by your teacher.

1-3-5 (c)

Guides for Making Card Notes

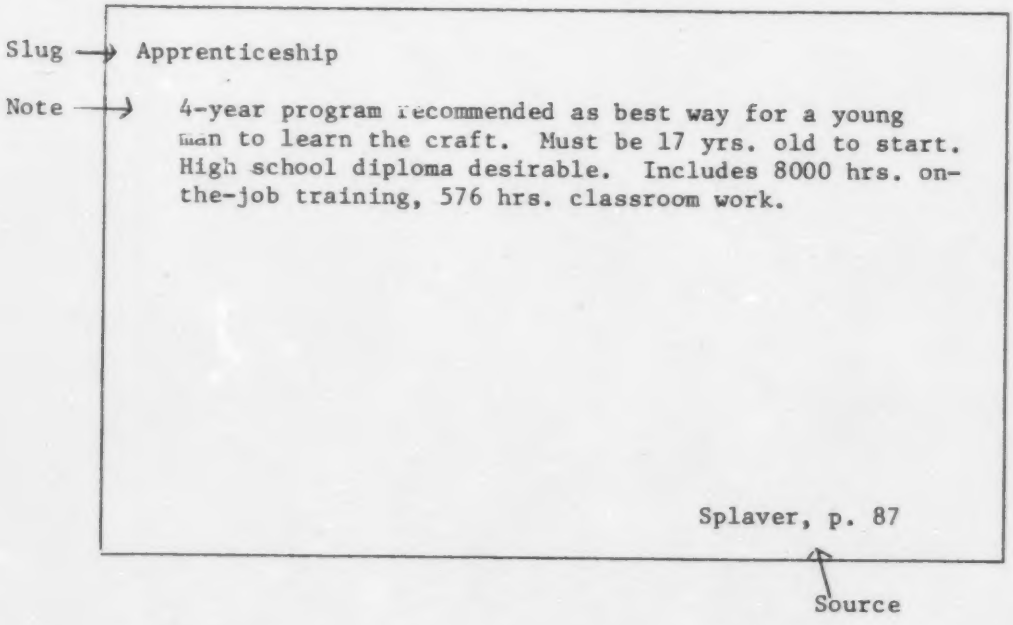
1. For each book named on a bibliography card, skim the table of contents and the index to find any parts of the book that concern your subject.

2. Skim those parts to see whether they contain material you can use.

3. If a source has no usable material, toss out the bibliography card.

4. Continue checking until you have eliminated all but the cards that refer to the really useful material.

5. Proceed to take detailed notes from the sources that remain.
   a. Use ruled 3 x 5 inch cards.
   b. Cover only one point on each card; write only one note on it.
   c. Write the point covered on the card in the upper left hand corner of the card. This is called a slug.
   d. Name the source of information.
   e. Use direct quotations if you want to include an author's exact wording. Avoid too many quotations.
   f. Make most of your notes brief statements in your own words. For these, do not use quotation marks. You need not use complete sentences, but make sure that your notes are clear.


Slug
Apprenticeship
Note
4-year program recommended as best way for a young man to learn the craft. Must be 17 yrs. old to start. High school diploma desirable. Includes 8000 hrs. on-the-job training, 576 hrs. classroom work.
Splaver, p. 87
Source

6. After you have taken notes on a sufficient amount of material, hand in your cards for inspection by your teacher.

Making an Outline from Your Notes

1. Sort your note cards into piles according to headings, or slugs. You might have three or four headings. These will be your main topics (Roman numerals) in your topic outline.

2. Make sure that cards containing facts on the same subject are together.

3. Prepare an outline with divisions taken from the headings on the cards. Arrange the piles of cards in the same order as the outline.

   Example:

Topic: Carpenter

I. Introduction (Purpose or objectives)

II. Being a carpenter

   A. Duties

   B. Salary

   C. Union Membership

   D. Chance for advancement

   E. Personal satisfaction

III. Apprenticeship

   A. Age and education requirements

   B. Amount of time and studying

   C. How to apply for the job

IV. Conclusion

1-3-7 Making the Final Bibliography

No research work can be complete without a listing of all references consulted in the preparation of the composition. The bibliography cards are used to supply the needed information. There are many different styles of bibliographies. You should choose one style to follow and be consistent in using that particular style.

1. Arrange the bibliography cards alphabetically according to the author's last name. If no author is given, alphabetize the card by the first important word of the title. If the reference is published by a society and no author's name is given, consider the society as the author for alphabetizing.

2. From the bibliography cards thus arranged, make the list which will appear at the end of your composition.

3. Punctuate your bibliography correctly. Remember that there are three main divisions in each bibliography entry--the author, the title, and the publishing data--that are separated by periods. The specific form to be used can be found in The MLA Style Sheet, 2nd ed., 1970.

4. Include in your bibliography only those references you have actually used.

5. If your list contains more than one book or article by the same author, after the first entry in his name substitute a line followed by a period instead of repeating the name.

6. If an entry must take more than one line of paper, indent all lines other than the first.

Basic Bibliography Form

A. For a book:

1. Flush with the margin write the author's last name.
2. Place a comma after the last name of the author.
3. Write the author's first name.
4. Place a period after the author's first name.
5. Write the title of the book.
6. Underline it.
7. Place a period after the title.
8. Write the place of publication.
9. Put a colon after the place of publication.
10. Write the name of the publishing company.
11. Put a comma after the name of the publishing company.
12. Write the date of publication.
13. Put a period after the date.

Ross, Frank. The World of Engineering. New York: Lothrop, Lee, & Shepard Co., 1958.

B. For a magazine article:

1. Flush with the margin write the author's last name.
2. Place a comma after the author's last name.
3. Write the author's first name.
4. Put a period after the author's first name.
5. Write the title of the article, putting quotation marks at the beginning and end of it.
6. Put a period at the end of the article inside the quotation marks.
7. Write the title of the magazine, and underline it.
8. Put a comma after the underlined title of the magazine.
9. Write the date of the magazine.
10. Put a comma after the date.
11. Use the abbreviation p. or pp. and list the page or pages of the article.
12. Put a period after the page numbers.

Smith, Charles. "The Tallest Skyscraper." Time, June 11, 1973, pp. 54-59.

C. For an encyclopedia article:

1. Write the title of the article and enclose it in quotation marks.
2. Put a period after the title inside the quotation marks.

3. Write the title of the encyclopedia and underline it.
4. Place a comma after the title of the encyclopedia.
5. Write the edition date and abbreviate the word edition.
6. Put a comma after the edition.
7. Abbreviate the word volume and give the volume number.
8. Put a comma after the volume number.
9. Use the abbreviation p. or pp. and give the page numbers.
10. Put a period after the page number.

"Vocations." World Book, 1972 ed., vol. 20, pp. 340-355.

1-3-10

Steps in Making Good Oral Reports

1. Be sure you have enough information.
2. Organize what you plan to say and be prepared to follow your outline.
3. Practice giving your report at least three times.
4. Learn to pronounce all the words in your report.
5. Interest your audience. Using the chalkboard or objects to illustrate points will help.
6. Be sure your posture is in good form.
7. Avoid fidgeting with your hands.
8. Look directly at the audience with a pleasant expression.
9. Speak clearly and loudly enough to be heard by everyone in the room.
10. Speak slowly.
11. Open your report with an attention-getting statement.
12. Answer any questions from the audience to the best of your ability.
13. Remember: being prepared gives you confidence!

INSTRUCTIONAL MATERIALS

EVALUATIVE MATERIALS

BIBLIOGRAPHY

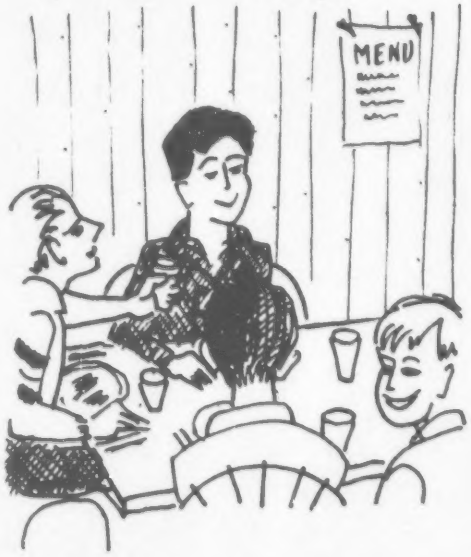
WOULD YOU HIRE YOURSELF ?

WHAT ARE YOUR MENTAL ABILITIES?

WHAT ARE YOUR INTERESTS ?

WHAT ARE YOUR SPECIAL ABILITIES?

WHAT KIND OF PERSONALITY DO YOU HAVE?



WHAT IS YOUR SCHOLASTIC RECORD ?

WHAT IS YOUR WORK EXPERIENCE ?

MATERIALS NEEDED

1-1-1 Handout: Discussion as an Introduction to the Unit

1-1-2 Filmstrip Kit: What You Should Know Before You Go To Work (Available at the Materials Center)

1-1-3 Bulletin Board: Would You Hire Yourself?

1-1-4 Set of Posters: Getting A Job (Available in the Guidance Office on North Campus)

1-1-5 Handout: World of Construction

1-1-6 Handout: Words to Know on and off the Job

1-2-1 Handout: Topics for Discussion

1-2-2 Handout: Explanation of a Discussion

1-2-6 Evaluation Sheet: Rating a Discussion

1-3-3 Pamphlet and magazines from library

1-3-4 Handout: Do I Want This Job?

1-3-5 Handouts:
(a) Where To Find Material
(b) How To Make A Working Bibliography and Guides for Finding Bibliography Material
(c) Guides For Making Card Notes

1-3-6 Handout: Making an Outline From Your Notes

1-3-7 Handout: Making The Final Bibliography

1-3-10 Handout: Steps In Making Good Oral Reports

1-3-11 Evaluation Sheet: Evaluation Of Oral Composition

1-4-2 Test: Career Development And Oral Composition

SUPPLEMENTARY MATERIALS

Filmstrip Set: "History of Man's Scientific Progress and Techniques"

Filmstrip Set: "The Growth of the Labor Movement"
(Available at the Materials Center)

Filmstrip: "A Research Paper on Shakespeare" #D-4

Filmstrip: "The Research Paper: Bibliography and Footnotes" #010 M

Film: "Understanding the Dollar" (Coronet, 1953)

Film: "Science of Money" (B & W, fair)

Film: "Story of Money" (B & W, fair)

1-2-6 Rating a Discussion

	Yes	No
1. Did everybody in the group understand the question?		
2. Did the leader introduce the group members to the audience?		
3. Did the leader state the problem?		
4. Did the leader keep the discussion moving?		
5. Did the leader see that all members of the group participated?		
6. Did the leader summarize the main points so the audience could follow the discussion easily?		
7. Did the leader seem to have a broad general knowledge of the question?		
8. Did the leader present a final summary and then close the discussion?		
9. Were the members prepared in advance for the discussion?		
10. Were the members courteous to each other?		
11. Did all the members listen to what was said?		
12. Did everyone have his fair share of time to speak?		
13. Did the members reject useless ideas?		
14. Were arguments avoided?		
15. Was the majority opinion accepted by all the group?		
16. Were solutions to the problem suggested by all members?		
17. Did the group take time to analyze the problem?		
18. Were unclear terms defined?		
19. Did the group discuss the bad points and good points of each suggested solution?		
20. When possible, did the group suggest a plan for putting the best solution into action?		

In general, I would rate this discussion: (a) excellent, (b) good, (c) fair, (d) poor.

1-3-11

Evaluation of Oral Composition

Award 1 point for each "yes" answer. A score of 15 = 100%, 14 = 93%, 13 = 87%, 12 = 80%, 11 = 74%, 10 = 67% and 9 = 60%.

1. Did the student seek out original, significant, varied source material?
2. Did he have all the necessary bibliographical information?
3. Did he use his notes to make an outline?
4. Did he follow his outline in presenting his composition.
5. Did he support his main topics with subtopics and details?
6. Was his talk properly organized?
7. Did he use effective, meaningful, original sentences?
8. Was the style of his presentation lively, original, and interesting, and at the same time serious, objective, and accurate?
9. Did he use an interesting opening sentence?
10. Did he end his talk with a strong, conclusive sentence?
11. Did he look at the audience?
12. Was his posture relaxed but attractive?
13. Did his voice project well?
14. Were his grammar and pronunciation in good form?
15. Was he prepared to face the audience?

1-4-2

Test: Career Development and Oral Composition

I. Answer the following questions in clear, complete sentences.

1. What is a vocation?

2. Name three reasons why people work.
   a.
   b.
   c.

3. What is the difference between current earnings and continued earnings?

4. Why is it important to know your mental abilities when you are deciding on a vocation?

5. What are "special abilities"?

6. How can interest inventories help you to know yourself better?

7. What is "personality"?

8. How do most employers regard the scholastic record of an applicant?

9. Name three ways one might use part-time work experience to his future advantage.

10. Name five jobs that are available in the world of construction that can be obtained without any college education.
    a.
    b.
    c.
    d.
    e.

II. Mark the following statements true or false.

_____1. The leader in a discussion group is responsible for keeping all members involved in the discussion.
_____2. The members of a discussion group should always plan a set speech to present during the discussion.
_____3. Once a solution to a problem has been accepted, the discussion group should work on a plan to put the solution into operation.
_____4. Discussions are usually less planned and less formal than conversations.
_____5. A discussion usually opens with a question rather than a statement.

III. Fill in the blanks:

1. A list of sources you plan to use in gathering research material is called a _____ bibliography.

2. An index of magazine articles in current magazines is called the _____ _____. (2 words)

3. In taking notes on index cards, you should put _____ note(s) on each card.

4. On note cards, the _____ is placed in the upper left hand corner.

5. You should be able to prepare a topic _____ from your note cards.

6. The final bibliography is a _____ of sources arranged alphabetically at the end of a research composition.

7. The three major divisions of a bibliography entry are the _____, the _____ and the _____.

8. The three major divisions of a bibliography entry are separated by _____.

IV. Vocabulary: In the space to the left of each group, put A if one word is correct, B if two words are correct, C if three words are correct, D if four words are correct, and E if no words are correct.

1. _____	1. status		3. busness	
	2. voccation		4. application	
2. _____	1. union		3. abillity	
	2. résumé		4. intrest	
3. _____	1. personalaty		3. discusion	
	2. enterview		4. speshul	
4. _____	1. experence		3. building	
	2. construction		4. advertizing	
5. _____	1. inflation		3. benifits	
	2. salery		4. exspenses	
6. _____	1. goverment		3. creddit	
	2. labor		4. reference	
7. _____	1. manifacture		3. raise	
	2. progres		4. system	
8. _____	1. career		3. modern	
	2. American		4. according	
9. _____	1. increase		3. arrow	
	2. handel		4. pump	
10. _____	1. property		3. advice	
	2. including		4. brief	
11. _____	1. avalable		3. closed	
	2. comunity		4. educcation	
12. _____	1. area		3. opperation	
	2. ambishum		4. equally	

SELECTED BIBLIOGRAPHY

690 A — Arnold, Pauline and Percival White. Homes: America's Building Business. New York: Holiday House, 1960. (Good selection on building trades)

625.7 B598C — Billings, Henry. Construction Ahead. New York: The Viking Press, 1951. (Readable; available on North Campus)

625.7 B — Boardman, Fon W. Tunnels. New York: Henry Z. Walck, 1960. (Interesting; available on North Campus)

330 599b — Building America: Illustrated Studies of Modern Problems, Vol. 2. (A magazine in hard cover; interesting section about the steel industry; abailable on the North Campus)

330 C — Caves, Richard. American Industry: Structure, Conduct, Performance. Englewood Cliffs, New Jersey: Prentice-Hall, 1964. (Good for references; not generally readable; 111 pages)

330 C — Crobaugh, Mervyn. Economics for Everybody. New York: Williams Morrow, 1937. (Easy to read, but old; 284 pages)

Dangle, Lorraine F. and Alice Haussman. Preparing the Research Paper, 3rd ed. New York: College Enterance Publications, 1963.

330 D — Dorfman, Robert. The Price System. Englewood Cliffs, New Jersey: Prentice-Hall, 1965. (146 pages)

330 D — Duesenberry, James S. Money and Credit. Englewood Cliffs, New Jersey: Prentice-Hall, 1964. (109 pages)

331 D — Dulles, Foster. Labor in America: A History, 2nd. rev. ed. New York: Thomas Y. Crowell Company, 1965. (Readable; 422 pages)

Faulkner, Harold U. American Economic History, 8th ed. New York: Harper and Bros., 1960. (Good for reference only)

330 K — Kenen, Peter. International Economics. Englewood Cliffs, New Jersey: Prentice-Hall, 1965. (111 pages)

331.88 L — Lens, Sidney. Working Men: The Story of Labor. New York: G. P. Putnam's Sons, 1960. (Good; available on North Campus)

331.88 M — Marx, Herbert L., Jr., ed. American Labor Today. New York: H.W. Wilson, 1965. (Scholarly; 208 pages)

MLA. The MLA Style Sheet, 2nd. ed. New York: MLA, 1970.

SELECTED BIBLIOGRAPHY
(continued)

371.42 P — Paradis, Adrian. From High School to a Job. New York: David McKay, 1956. (Good chapter on the construction industry)

331 P — Peterson, Florence. American Labor Unions. New York: Harper and Brothers, 1945. (Very readable and comprehensive; 330 pages)

330 S — Schultze, Charles. National Income Analysis. Englewood Cliffs, New Jersey: Prentice-Hall, 1965. (135 pages)

625.7 S498h — Severn, Bill and Sue. Highways to Tomorrow. Englewood Cliffs, New Jersey: Prentice-Hall, 1959. (Easy to read; available on North Campus)

330 S — Smith, Augustus H. Economics for Our Times, 3rd. r[illegible]. ed. New York: McGraw-Hill, 1963. (Good for reference

371.42 S — Splaver, Sarah. Your Career if You're Not Going to College. New York: Julian Messner, 1963. (Good section on carpenters)

371.42 U — U.A. Department of Labor. Occupational Outlooks Handbook. Section on Building Trades, pp. 366-421.

331.88 W — Werstein, Irving. The Great Struggle: Labor in America. New York: Charles Scribner's Sons, 1965. (Very interesting and readable; 176 pages)

330 W — Wilcox, Clair. Economics of the World Today, 2nd. ed. New York: Harcourt, Brace, and World, 1966. (Good for reference; scholarly)

DIRECTIONS FOR COMPLETING MONITORIAL SHEET

A. Heading Information:

1. Class: Enter the name of the Interest-Based Curriculum Area, eg. Math For Industry.

2. Teacher: Enter name of teacher. If more than one teacher is involved, give the name of the teacher managing the instructional activity.

3. Date: Enter the date of submission of the monitorial sheet.

4. Objectives (By Number): Enter the numbers of the interim-performance objectives covered by the monitorial sheet. Process and task level objectives should not be entered in this area of the form.

5. Time Interval: Specify the beginning and ending dates for the industrial activities covered on the particular monitorial sheet.

B. Line Item Information:

1. Objectives: Enter the nunber(s) of the process/task level objectives implemented to bring about the behaviors specified in the interim-performance objectives noted in A-4 above. Do not specify interim-performance objectives at the line item level.

2. Estimated Time: Enter the estimated time for completion of each process/task objective. This should be noted in terms of days to the nearest tenth. One day is equivalent to the instructional activity period for the given curriculum area for a single group of students.

3. Actual Time: Same as #2 above in terms of actual days and tenths of days utilized to carry out the line item objective.

4. Date Completed: Date of completion of the instructional activity.

5. Teacher's Initials: Initial each line item to signify completion of the instructional activity.

C. Additonal Information:

1. Objectives Not Covered (List By Number): List those process/task objectives not implemented in the instructional activities for the given interim-performance objectives.

2. Objectives Altered or Added (List By Number; State Adjusted Objective on Back of Sheet): Complete as specified.

Natchitoches Central High School
Natchitoches, Louisiana

Monitorial Sheet

Class_____ Teacher_____ Date_____

Objectives (By Number)_____

Time Interval: _____

Objectives	Estimated Time	Actual Time	Date Covered	Teacher's Initials

Objectives Not Covered (List By Number)_____

_____

Objectives Altered or Added (List By Number; State Adjusted Objectives on Back of Sheet)_____

_____

UNIT III

LETTER WRITING AND JOB APPLICATION

OVERVIEW: LETTER WRITING AND JOB APPLICATION

The single most important skill in the employer-employee relationship is communication. The purpose of this unit is to instruct the students to communicate better and more effectively in business and everyday life. In order for the students to do this, they must develop skills used in writing desirable letters and in conducting interviews.

Writing is often the only practical means of communication, especially in the business world. When a person does communicate by means of letter writing, he should consider that the letter's primary purpose is to inform the reader. For a person to expect a reply, his letter should have good form, be clear and concise, and be grammatically correct.

Anyone desiring a job can expect to be interviewed. The interview sometimes is the basic criterion by which the employer judges an applicant. This unit includes the correct way to conduct such interviews. It also stresses how to complete business forms correctly.

If an applicant knows how to write good letters, fill out business forms properly and conduct interviews satisfactorily, then he is more likely to get and keep a job.

LETTER WRITING AND JOB APPLICATION

1-0-0 (4,5,6, 7,8,9, 10,11) Throughout the letter writing and job application unit, the students will apply their abilities to write acceptable business letters with at least 85% accuracy, using the "Unmailable Letter" check list as a guide, and they will have been taught the skills for job interview.

1-1-0 To evaluate the students' letter writing abilities, the teacher will present want ads for several jobs. Each student may choose one and write a letter of application, which will be monitored according to the "Unmailable Letter" list.

1-1-1 Each student choose one of the want ads and write a letter of application to be evaluated as a guide to learning. (This is a teacher evaluation of each student's letter writing skills.)

1-1-2 Review "Unmailable Letter" list

1-1-3 Review "Letter Writing" - Kit #372.6, W

1-1-4 Self evaluation of letters written (1-1-1)

1-2-0 The instructor will present a list of discussion questions concerning business letters. Students will be assigned letters to write and evaluate.

1-2-1 Class discussion to introduce teaching skills for letter writing.

A. Why not telephone instead of writing business letters?
B. In what ways does the letter give its reader an impression of its sender?
C. Does the form of a letter make a difference? Why?
D. Should letters be written in ink or typed?
E. A business letter should be rather short. Why?
F. Why proofread letters?
G. Why should the signature be written in ink?

1-2-2 Review by listing on the board the parts of a business letter.

A. Heading - This is known as the where and the when of a letter. It includes the street, city, state, zip code, and date.
B. Inside Address - The inside address is the address of the person who is to receive the letter.
C. Salutation - The salutation is equivalent to saying "hello." It tells to whom the letter is written.
D. The Body - The body is considered the why of the letter. It tells why a person has written. It should be written in a conversational tone, using informal, standard English.
E. Closing - The closing is the "good-bye" of a letter.
F. Signature - A signature is the signing of one's name. The signature may be one or more than one name.

1-2-3 Use "Letter Writing" Kit to illustrate capitalization and punctuation of letter parts.

1-2-4 Students take notes and place the information in their folders for reference.

1-3-0 The instructor will assign topics related to the world of construction trades for special reports:

A. Bureau of Labor
B. Men's Jobs and Women's Jobs
(Discussion of old and new trends)
C. Majority and Minority Applicants
(Discuss past and present trends in hiring.)
D. Education Act of 1965
E. Vocational Education Act of 1963
F. Apprentice Occupations:
1. Cement Mason
2. Painter
3. Plumber and Pipefitter
4. Electrician
5. Bricklayer

1-3-1 Class reports

1-4-0 The teacher will discuss and give examples of letters that get results. Students will be assigned letters to write and to evaluate by standards taught.

1-4-1 The students are to become familiar with abbreviations used in want ads and application blanks.
1-4-2 Use handout and newspapers related to the learning experience. (1-4-1)
1-4-3 Use handout 1-4-3 for evaluation.
1-4-4 Handout 1-4-4 (A) and (B); discuss letters that request. Judge the clearness of an inquiry.
1-4-5 Read an example of one that is not clear and one that is clear; use handouts 1-4-4 (A) and 1-4-4 (B) as examples if desired.
1-4-6 Compare the two letters, 1-4-4 (A) and 1-4-4 (B). List reasons why 1-4-4 (B) is a better letter. Use the following as a guide:
A. Is the form of the letter correct?
B. Is the inquiry clear and specific?
C. Did the inquirer number and list his questions?
D. Did he use ink or type?
E. Are his paragraphs a good length for a business letter?
F. Is his sentence structure and vocabulary easily read and understood?
1-4-7 Discuss qualities of effective letters.
1-4-8 Use the bibliography as a reference and read materials to explain the following traits of a good letter:
1. Creates a favorable first impression.
2. Appeals to the reader's point of view.
3. Is correct in structure, spelling, capitalization, and punctuation.
4. Promotes good will.
5. Is clear and complete.

6. Is courteous, friendly, and sincere.
7. Is concise.
8. Is written in ink or typed.
9. Avoids jargon.
10. Is written on appropriate paper.

1-4-9 Make a class poster as an outgrowth of 1-4-8.

1-4-10 Using the tools learned, write a letter of reply to 1-4-4 (B).

1-4-11 Use handout 1-1-2 to evaluate letters in groups, justifying corrections made.

1-4-12 Rewrite letters, making all corrections.

1-4-13 Score letter 1-5-11 and 1-5-12, using the skills taught.

1-4-14 Review letters of order and writing checks, using teacher-made transparencies.

1-4-15 Students use order forms to make out orders that would be used in construction. The order is not to exceed $400.00. Figure tax, postage or freight, and write a "void" check to pay for materials.

1-4-16 Use opaque projector to show and discuss several orders and checks.

1-4-17 Self evaluation of orders

1-5-0 The teacher will emphasize to the students the importance of job interviews (personal, telephone, and letter) as evidenced by the monitorial system during this phase of the unit.

1-5-1 Review attitude as related to work and handout 1-5-1.

1-5-2 Make a bulletin board of want ads related to construction; have large headings, then place want ads under proper heading. Examples of headings could be:

PAINTER BRICKLAYER ELECTRICIAN

PLUMBER AND PIPEFITTER STONE AND TILE WORKER

CEMENT MASON CARPENTER ROOFER

1-5-3 A panel will discuss the want ads and allow each student a choice of the job for which he would like to apply.

1-5-4 Read several references concerning your job choice. Take notes.

1-5-5 Read and discuss ways of getting and keeping the job you chose. Take notes related to the following questions:
1. Will I make a good first impression? Use handout 1-5-5 as a guide.
2. Do I have the education for the job?
3. Do I have the working skills that are necessary? Use handout 1-5-5 as a guide also.

1-5-6 After discussion of 1-5-5, use filmstrip kit #150, "What You Should Know Before You Go To Work."

1-5-7 Use the "square" review as a learning experience.
1-5-8 Make a list of ways to learn about jobs in addition to the want ads.
1-5-9 Discuss and complete application forms.
1-5-10 Use the tape and filmstrip: "Your Job Interview," as a teaching aid.
1-5-11 Divide the class in small groups; view some of the following filmstrips and listen to tapes:
A. "Job Experience"
B. "Getting and Keeping Your First Job"
C. "Finding and Holding Your First Job"
D. "The Wonderful World of Work"
1-5-12 Sharing time, concerning 1-5-11
1-5-13 Guest speaker from the Business Department or a business person in town to discuss appropriate dress for the interview.
1-5-4 Show and discuss how to fill out a résumé.

1-6-0 The teacher will present the students with situations involving interviews. The pupils will act out the situations and be evaluated by standards taught.

1-7-0 The teacher will administer, collect, score, and compile results in reference to the following assignment:

Directions: You choose a certain want ad that relates to construction trades. Now, use the skills you have learned and write the best letter of application that you can.

ACTIVITIES

1-1-2 UNMAILABLE LETTERS

1. Misspelled word
2. Word divided incorrectly at end of line
3. Transposition of words or letters
4. Letter too high on page
5. Letter too low on page
6. Letter too far to the right of page
7. Letter too far to the left of the page
8. Messy erasure or hole in paper
9. Material omitted or changed that obviously alters meaning of letter
10. Omission of date line
11. Omission of title (Dr., Mr., Mrs.) in inside address
12. Omission of return address (Applies only when letterhead is not used)
13. Abbreviations for directions in inside address (N. for North)
14. Abbreviations for type of thoroughfare (St. for Street)
15. Incorrect punctuation marks for salutation and complimentary close (comma or colon after salutation and no punctuation after complimentary close)
16. Right margin too ragged or uneven--more than six spaces between longest line and shortest line of body (A short line at the end of a paragraph is acceptable.)
17. Elimination of punctuation marks between two independent clauses joined by a conjunction
18. Elimination of comma after introductory clause ("if," "when," and others)
19. Elimination of comma between words in a series
20. Elimination of apostrophe to show possessive (man's car)
21. Omission of enclosure notation when needed
22. Omission of the zip code

1-4-2 Want Ad Words and Their Abbreviations

1.	incl.	including
2.	H. S.	high school
3.	hrly.	hourly
4.	hr.	hour
5.	elec.	electric
6.	grad.	graduate
7.	ftr.	future
8.	exp.	experience
9.	div.	division
10.	dir.	director
11.	dept.	department
12.	ind.	industrial
13.	yr.	year
14.	wk.	work
15.	wkr.	worker
16.	type.	typing or typist
17.	trnee.	trainee
18.	sr.	senior
19.	sal.	salary
20.	pt.	part-or full-time
21.	ind.	industrial
22.	maint.	maintenance
23.	manuf.	manufacturing
24.	pd.	paid

1-4-2 (continued)

25.	mo.	month
26.	mgr.	manager
27.	med.	medical
28.	a.m.	morning
29.	p.m.	afternoon or evening
30.	aft.	after
31.	appt.	appointment
32.	temp.	temporary
33.	co.	company
34.	coll.	college
35.	const.	construction
36.	incl.	including
37.	comm.	commission
38.	hvy.	heavy
39.	hosp.	hospital
40.	lic.	license

1-4-3 Evaluation: Want Ads

Write the correct abbreviation for the following words related to want ads:

1. high school 1._____
2. hourly 2._____
3. electric 3._____
4. future 4._____
5. experience 5._____
6. department 6._____
7. year 7._____
8. worker 8._____
9. trainee 9._____
10. senior 10._____
11. license 11._____
12. heavy 12._____

The following abbreviations are related to construction trades. To the right of each abbreviation, write the word for which it stands.

1. comm. 1._____
2. temp. 2._____
3. p.m. 3._____
4. const. 4._____
5. med. 5._____
6. mgr. 6._____
7. coll. 7._____
8. inc. 8._____
9. trnee. 9._____

1-4-3 (continued)

10. appt. 10._____

11. sal. 11._____

12. ind. 12._____

13. co. 13._____

SCORE: _____ = _____
25 GRADE

1-4-4 (A)

Sir:

Do you have some paint that will be suitable for painting the exterior of my house?

My house is in a wooded section of Natchitoches Parish. It will be shaded most of the time. I like white with brown trim best of all.

Sincerely yours,

Pages 89-93

1-4-4 (B) Inquiry from J.C. Tresslet and Lipman, Business English in Action (Boston: D. C. Heath and Co., 1957), p. 50 omitted do to copyright restrictions.

1-5-1 Letters of Application from Richard K. Corbin and others, Guide to Modern English 10 (Dallas: Scott Foresman and Company, 1965), pp. 252-253.

1-5-5 Handout
Business Personality Analysis from Tressler, pp. 309-311.

INSTRUCTIONAL MATERIALS

EVALUATIVE MATERIAL

BIBLIOGRAPHY

Mod clothes are as out of place

in the work world as a bikini
is in the classroom.

Will I make the right decision ?

1-5-9

APPLICATION FOR EMPLOYMENT

RINGGOLD INDUSTRIES, INC. – NATCHITOCHES DIVISION

SOCIAL SECURITY NUMBER _____ DATE _____

NAME _____ AGE ____ SEX ____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE

PREVIOUS ADDRESS _____
STREET CITY STATE

DATE OF BIRTH _____ HEIGHT _____ WEIGHT _____

COLOR EYES _____ COLOR HAIR _____ RACE _____ OWN HOME ☐ RENT ☐ BOARD ☐

MARRIED ☐ SINGLE ☐ WIDOWED ☐ SEPARATED ☐ CITIZEN OF U. S. A. YES ☐ NO ☐

NO. OF CHILDREN _____ NO. OTHER DEPENDENTS _____ DO YOU HAVE TRANSPORTATION? ____ PHONE NO. _____

NO. OF MILES FROM HOME TO CITY OF NATCHITOCHES _____

COMMENTS BY APPLICANT: _____

_____

LAST FIRST MIDDLE

THE SOUTHERN COTTON OIL CO., INC.

application for employment

WE'LL BE GLAD TO TELL YOU ABOUT US

PLEASE ANSWER ALL QUESTIONS
ALL INFORMATION IS TREATED CONFIDENTIALLY

PLEASE ANSWER ALL QUESTIONS

DATE _____

YOUR NAME _____ SOCIAL SECURITY NO _____ TELEPHONE NO _____
LAST NAME FIRST NAME MIDDLE NAME

PRESENT ADDRESS: _____ HOW LONG? _____
NUMBER STREET CITY STATE

PREVIOUS ADDRESS _____ HOW LONG _____
NUMBER STREET CITY STATE

TYPE OF WORK DESIRED: 1ST. CHOICE: _____ 2ND. CHOICE: _____ PERMANENT WORK? _____ TEMPORARY WORK _____

PERSONAL

MARITAL STATUS: _____ BIRTHDATE: _____ AGE: _____

NO. OF CHILDREN: _____ AGES OF MINOR CHILDREN: _____

MAIDEN NAME: _____

DO YOU OWN YOUR HOME? YES ☐ NO ☐ RENT? YES ☐ NO ☐

U.S. CITIZEN? YES ☐ NO ☐ HAVE YOU A DRIVER'S LICENSE YES ☐ NO ☐

PHYSICAL

HEIGHT: _____ WEIGHT: _____

ANY KNOWN PHYSICAL DEFECTS: YES ☐ NO ☐

ANY SERIOUS ILLNESS OR INJURY IN LAST 5 YEARS? YES ☐ NO ☐

WHEN WERE YOU LAST A PATIENT IN A HOSPITAL? _____

WHY? _____

SKILLS AND SPECIAL QUALIFICATIONS

CHECK OFFICE EQUIPMENT AND LIST YEARS EXPERIENCE

TYPING SPEED _____ WPM

SHORTHAND SPEED _____ WPM

☐ CALCULATOR _____ YRS.

☐ COMPTOMETER _____ YRS.

☐ BOOKKEEPING _____ YRS.

☐ KEY PUNCH _____ YRS.

☐ TABULATOR _____ YRS.

☐ TELETYPE _____ YRS.

☐ P.B.X _____ YRS.

☐ OTHER _____ YRS.

EDUCATION	CIRCLE LAST YEAR COMPLETED	NAME AND LOCATION OF SCHOOL	MAJOR SUBJECTS STUDIED	DATE OF GRADUATION AND DEGREE RECEIVED
ELEMENTARY	1 2 3 4 5 6 7 8			
HIGH SCHOOL	1 2 3 4			
COLLEGE OR UNIVERSITY	1 2 3 4 5 6			
OTHER				

MILITARY SERVICE	DATES OF SERVICE	BRANCH	RANK	TYPE OF DISCHARGE	SKILLS OR SPECIAL TRAINING

HAVE YOU EVER WORKED FOR NORTON SIMON, INC. OR ANY OF ITS SUBSIDIARIES? YES ☐ NO ☐ POSITION? _____ WHERE? _____ WHEN? _____ WHY DID YOU LEAVE? _____

DO YOU HAVE ANY RELATIVES EMPLOYED BY US? YES ☐ NO ☐ IF SO, GIVE NAMES: _____ COMPANY: _____

HOW DID YOU HAPPEN TO APPLY FOR A POSITION WITH US? _____ IF EMPLOYMENT AGENCY GIVE NAME: _____ IF NEWSPAPER AD, NAME PAPER: _____

SHOULD A POSITION BE OFFERED TO YOU, WHEN WOULD YOU BE AVAILABLE FOR WORK? _____ SALARY EXPECTED: _____

WHAT ARE YOUR HOBBIES? _____ BUSINESS AND PROFESSIONAL AFFILIATIONS: _____

HAVE YOUR WAGES EVER BEEN ATTACHED OR GARNISHEED? YES ☐ NO ☐ WHEN? _____ HAVE YOU EVER BEEN BONDED? YES ☐ NO ☐ HAVE YOU EVER BEEN REFUSED BOND? YES ☐ NO ☐ WHEN? _____

HAVE YOU EVER BEEN A DEFENDANT IN A CRIMINAL, MILITARY, OR CIVIL COURT ACTION (OTHER THAN MINOR TRAFFIC VIOLATIONS)? YES ☐ NO ☐ WHEN? _____ WHERE? _____ WHAT? _____

UCC FORM 10307 (7-69) PRINTED IN U.S.A.

1-5-9

PERSONAL REFERENCES – OTHER THAN RELATIVES OR FORMER EMPLOYERS

NAME	YEARS KNOWN	ADDRESS	TELEPHONE

IN CASE OF EMERGENCY, NOTIFY:

NAME IN FULL

ADDRESS

TELEPHONE NO.

WHERE EMPLOYED

OCCUPATION

EMPLOYMENT RECORD (LIST LAST POSITION FIRST AND ACCOUNT FOR ALL TIME DURING LAST TEN YEARS)

FROM: TO:	NAME OF EMPLOYER:	DUTIES OF JOB:
STARTING RATE FINAL RATE	ADDRESS:	
JOB TITLE:	TYPE OF BUSINESS:	
REASON FOR LEAVING:	NAME OF SUPERVISOR:	
FROM: TO:	NAME OF EMPLOYER:	DUTIES OF JOB:
STARTING RATE FINAL RATE	ADDRESS:	
JOB TITLE:	TYPE OF BUSINESS	
REASON FOR LEAVING:	NAME OF SUPERVISOR:	
FROM: TO:	NAME OF EMPLOYER:	DUTIES OF JOB:
STARTING RATE FINAL RATE	ADDRESS	
JOB TITLE:	TYPE OF BUSINESS:	
REASON FOR LEAVING:	NAME OF SUPERVISOR:	
FROM: TO:	NAME OF EMPLOYER:	DUTIES OF JOB:
STARTING RATE FINAL RATE	ADDRESS:	
JOB TITLE:	TYPE OF BUSINESS:	
REASON FOR LEAVING:	NAME OF SUPERVISOR:	

IF ADDITIONAL SPACE IS REQUIRED, USE A SEPARATE SHEET

I understand that the Company relies on the information supplied by me on this form; and if employed, I understand that any false answers, statements, or material omissions made by me on this application are sufficient cause for immediate discharge. I hereby certify that my answers to the above questions are complete and accurate to the best of my knowledge and belief and are without material omissions of any kind. I authorize the companies or persons named above to give any information regarding my employment, together with any information regarding me, whether or not included in their records. I hereby release such companies or persons from all liability from whatsoever cause or nature arising out of or in connection with the disclosure of such information. I understand that employment as a regular employee depends upon (1) successfully completing the probationary period and (2) successfully passing all physical, vocational, mental, and aptitude examinations as may be required. If employed, I agree to read and abide by all posted rules and regulations of the Company.

During the term of my employment with the Company and at all times thereafter, I will not publish nor disclose to any person any information concerning any inventions, developments, or discoveries or concerning any other matter, (whether invention, trade secrets, or otherwise), relating to the Company's business which I may acquire in any way by reason of my employment. APPLICANT'S SIGNATURE _____ DATE _____

DO NOT WRITE BELOW THIS LINE

DATE	INTERVIEWED BY	INTERVIEWER'S COMMENTS

REFERENCE CHECKS:

1. DEPT.
2. RATE:
3. JOB CLASS

FOR PERSONNEL USE ONLY

DATE HIRED: REPORT DATE: CODE:

1-5-9

THE SOUTHERN COTTON OIL CO., INC.

APPLICATION FOR PLANT EMPLOYMENT

Name: Please Print - Last Name First _____ Date: _____

Present Address: _____ Home Tel. # _____

(Street) (City) (State) (Zip)

Height: Weight:	Birth Date:	Age:	Physical Defects: Yes ☐ No ☐	If So Explain:

Marital Status: Single ☐ Married ☐ Other ☐	If Married Give Spouse's Name:	No. Of Dependents:	U. S. Citizen Yes ☐ No ☐	Message Tel. #	Social Security #

Education: List Last School Attended: _____ Last Grade Completed: _____ Year: _____

Dates From Mo. Yr.	Dates To Mo. Yr.	List Former Employers Starting With Most Recent	Address City	Address State	Ending Salary	Reason For Leaving

In Case Of Emergency You May Notify:

Name: _____ Relationship: _____ Tel. # _____

The foregoing statements are true to the best of my knowledge and belief. In consideration of employment, I agree to conform to the rules and regulations of the Company. It is further agreed that any infraction of these rules or willful misstatement on this application is sufficient cause for the Company to terminate my employment. I understand that employment as a regular employee depends upon (1) successfully completing the probationary period and (2) successfully passing all examinations as may be required.

APPLICANT'S SIGNATURE _____ DATE _____

DO NOT WRITE BELOW THIS LINE

Interviewed by and Date: _____ Not Qualified ☐ No Suitable Work Available ☐ Other ☐

Reporting Date	Job Classification	Pay Rate	Shift	Department	Hired By:

WINSTON INDUSTRIES, INC.

APPLICATION FOR EMPLOYMENT

Date _____ Position sought _____

PERSONAL

Full name _____ Soc. Sec. no. _____
(LAST) (FIRST) (MIDDLE)

Permanent address _____ Phone no. _____

Temporary address _____ Phone no. _____

Have you ever worked for any division of Winston Industries? _____ Where & when? _____

Have you relatives working for this company? _____ Name & relation _____

When can you start to work if accepted ? _____ May we refer to your present employer ? _____

- ☐ Single
- ☐ Married
- ☐ Separated
- ☐ Divorced
- ☐ Widowed
- ☐ Remarried

- ☐ Own home
- ☐ Buying
- ☐ Rent
- ☐ Room
- ☐ Live with parents
- ☐ Live with relatives

Have you ever been arrested? _____ When and where? _____

Reason _____ Have your wages ever been garnisheed or attached ? _____

Have you ever been in Debtor's Court or declared bankruptcy? _____

PHYSICAL

Height _____ Weight _____ Left handed ☐ Right handed ☐ Do you wear glasses ? _____ Contact lenses ? _____

Have you ever had back trouble or a back injury ? _____ Explain _____

Do you have any defects or limitations (physical or mental)? _____ Explain _____

Have to ever been injured on the job? _____ Nature of injury? _____

FAMILY

Father's occupation _____ Employed by _____

Mother's occupation _____ Employed by _____

Name of husband or wife _____ Occupation _____ Employed by _____

Number of children _____ Ages _____ Total number of dependents: _____ Children _____ Relatives _____ Other _____

Notify in case of emergency _____ Address _____ Phone no. _____

EDUCATION

School or College	Name & Location	Circle Highest Grade Completed	Dates From	Dates To	Did You Graduate ?	Major Course
Elementary		1 2 3 4 5 6 7 8				
High		9 10 11 12				
College		1 2 3 4				
Grad. School		1 2 3 4				
Other						

EMPLOYMENT

Company	Address	Position	Dates From	Dates To	Salary Or Rate	Reason For Leaving

MILITARY

Branch of U. S. service _____ Active duty from _____ to _____ Type discharge _____ Final rank _____

Reserve or National Guard status: Active ☐ Inactive ☐ Name of unit _____ Summer training: Yes ☐ No ☐

Draft classification _____ If exempt from military service, why? _____

REFERENCES

Name	Address	Occupation	Phone No.

AGREEMENTS

I authorize Winston Industries, Inc. (hereinafter referred to as the "Company") to obtain the facts concerning my past employment and activities and release from my liability or responsibility those persons or organizations supplying such facts.

I further authorize the Company, upon bona fide request, to furnish any facts concerning my employment record and release the Company from all liability or responsibility for furnishing such facts.

Upon request at any time, I agree to submit myself for examination and tests by any licensed physician selected by the Company and agree, for myself, my heirs and assigns, that such physician may fully communicate his findings and medical records to the Company and may testify concerning the same (including any statements made by me) in any proceeding involving the Company in which such examination and statements are material; I agree that if, in the opinion of such physician, I am unable because of physical or mental reasons to discharge properly and safely the duties of the position for which I am applying or which I may hereafter hold, I will not be hired or further retained, as the case may be, in the Company's employ. I also authorize any physician who has ever examined or treated me to give the Company a complete record of his findings and opinions.

In the event I should lose, or destroy through negligence or misuse, equipment furnished to me by the Company, I authorize the Company to deduct from my wages an amount necessary to replace the equipment.

It is understood that the statements entered on this application form by me are made in good faith and are true to the best of my knowledge and belief, and that if, on investigation, any statement is proved to be false, I shall be subject to immediate dismissal.

_____
APPLICANT'S SIGNATURE

MINOR'S RELEASE FOR WORK

TO: WINSTON INDUSTRIES, INC.:

We, the undersigned parents (or either if other is dead), or guardian of _____, who was born on the _____ day of _____ 19_____ at _____, hereby make application to you for employment for him, and consent that you may employ him at any place and at any work you may desire. You are also authorized and directed to pay him all wages due him direct, and to make the usual monthly deductions against his wages or other sources as indicated in this application and prevailing anywhere he may be employed.

WITNESS:

_____ FATHER — GUARDIAN

_____ MOTHER

Sworn to and subscribed before me this _____ day of _____ 19_____

_____
Notary Public

1-5-9

WILMAR PLYWOOD, INC.

APPLICATION FOR EMPLOYMENT

WILLAMETTE INDUSTRIES, INC.

AN EQUAL OPPORTUNITY EMPLOYER

Title VII of the Civil Rights Act of 1964 in conjunction with subsequent acts and orders has made it unlawful for any employer to discriminate against any person or persons with regard to employment due to their race, religion, sex, color, age or national origin.

PERSONAL DATA

Name (first, middle, last)	Date
Address - Street No. or R.F.D. Box Number	Social Security Number
City State Zip	Telephone Number ( ) Home ( ) Nearest

Male ( ) Female ( )	Height ft. in.	Weight lbs.	Own Home ( ) Rent ( )	Other
If hired, can you establish date of birth? Yes ( ) No ( )	Citizen of USA Yes ( ) No ( )		Have you ever been convicted of a felony? Yes ( ) No ( )	
Have you any chronic diseases? Explain:	Hernia or rupture	Arthritis Bursitis	Heart trouble	Asthma Allergies
Have you ever suffered a back or neck injury?				
Explain nature of injury:		Have you ever received a permanent disability award? Explain:		
NOTIFY IN CASE OF EMERGENCY: Name				
City State		Telephone	( ) Home ( ) Nearest	

EDUCATION AND TRAINING

Type of School	Name of School	Address of School	Circle Last Year Completed		Last Year Attended
High School			9 10 11 12	Graduate ( ) Yes ( ) No	19
College			1 2 3 4	Degree	19
College			1 2 3 4	Degree	19
Graduate School			1 2 3 4	Degree	19
Special Schooling					19

U. S. MILITARY RECORD

Military Service From Mo. Yr. to Mo. Yr.		Branch of Service
Rank at Entrance	Rank at Discharge	Draft or Reserve Status

JOB INTEREST

In what types of work are you interested?				Referred by			
If now employed, why do you wish to change employment?			How much notice will you give your present employer?			May we contact your employer?	( ) Yes ( ) No
Have you ever been employed by	Santiam Southern Company	( ) Yes	( ) No	Duraflake South, Inc.	( ) Yes	( ) No	
	Louisiana Plywood Corporation	( ) Yes	( ) No	Wilmar Plywood, Inc.	( ) Yes	( ) No	
	Woodard-Walker-Willamette, Inc.	( ) Yes	( ) No				
Are you a student seeking summer vacation employment?		( ) Yes	( ) No	Will you accept shift work?		( ) Yes	( ) No
Ordinarily self employed?		( ) Yes	( ) No	Saturday work?		( ) Yes	( ) No
Now receiving unemployment compensation?		( ) Yes	( ) No	Sunday work?		( ) Yes	( ) No

WORK EXPERIENCE

List last four employers starting with most recent	Occupation	Dates From	Dates To	Final Earnings	Supervisor	Reason for leaving
1 Name: Address:		Mo. / Yr.	Mo. / Yr.			
2 Name: Address:		/	/			
3 Name: Address:		/	/			
4 Name: Address:		/	/			

PLEASE READ THE FOLLOWING CAREFULLY BEFORE SIGNING:

I agree to submit to a physical examination which I must successfully pass before being accepted for employment, and I also agree that, in the event I shall be employed by the company, I will submit to further physical examinations when requested by the company. In filling out this form, I understand that the company may wish to investigate any of the facts or statements submitted by me. I hereby grant them permission to check any of the information except where by written statement upon this form specifically requests that no investigation be made. It is understood that any misrepresentation by me in this application will be sufficient cause for termination of my employment if I am hired.

Applicant's Signature _____

DO NOT WRITE BELOW THIS LINE --- FOR OFFICE USE ONLY

Remarks:

REFERENCE CHECK

Job Number	Results of Reference Check	Job Number	Results of Reference Check
1		3	
2		4	

THE FOLLOWING INFORMATION TO BE FILLED OUT BY APPLICANT ONLY AFTER HE OR SHE HAS BEEN HIRED:

Date of Birth	( ) Single	( ) Married	( ) Widowed	( ) Divorced	( ) Separated
Name of Spouse	Spouse's Birthday		Is Spouse Working?	( ) Yes ( ) No	( ) Full Time ( ) Part Time
Spouse's Employer					

Dependents

Name	Relationship	Date of Birth	Name	Relationship	Date of Birth

1-5-9

NATCHITOCHES AREA ACTION ASSOCIATION, INC.
APPLICATION FOR EMPLOYMENT
P. O. Box 944

Program _____ Date _____

Position Applying for _____

PERSONAL DATA

Name _____ Address _____

Phone No. _____ City _____ State _____

Social Security No. _____ Race _____ Sex _____

Marital Status _____ Birthdate _____ No. Children _____

Health _____ Height _____ Weight _____

Family Income: Annual _____ No. Persons in Family _____

EDUCATIONAL BACKGROUND

High School Attended	Highest Grade Completed	Date Graduated	Course of Study
College Attended	Highest Classification	Date Graduated	Degree / Major
Business or Trade School	Length of Attendance		Course of Study

SKILLS

Typing Speed _____wpm Shorthand Speed _____wpm Other Skills _____

Business Machines Operated _____

PERSONAL REFERENCES

Name	Address	Phone No.	Occupation

(Continued on Back)

EXPERIENCE
(Begin with most current position)

Name of Employer or Firm	Immediate Supervisor	Length of Employment	Position Held	Salary

ADDITIONAL REMARKS

Interviewer's Comments _____

General Appearance _____

Test Scores: _____

_____

_____

MATERIALS NEEDED

1-1-1	Several want ads from newspapers
1-1-2	"Unmailable Letter" list
1-1-3	"Letter Writing" Kit #372.6, W
1-1-4	"Unmailable Letter" list
1-2-3	"Letter Writing" Kit #372.6, W
1-4-2	Want ad words and their abbreviations Want ads from several newspapers
1-4-3	Handout 1-4-4 (A) and (B), Letters
1-4-8	References for study
1-4-9	Materials for poster
1-4-11	Use handout 1-1-2
1-4-14	Teacher-made transparencies
1-4-15	Order forms from construction companies, blank checks, and postage and freight rates
1-4-16	Opaque projector and orders
1-5-1	Handout "Letter of Application"
1-5-2	Bulletin board material, include many want ads
1-5-4	References (Sign for library)
1-5-5	Bibliography on reserve
1-5-6	Filmstrip Kit #150 "What You Should Know Before You Go To Work" (This is located at the Learning Materials Center on Lee Street.)
1-5-9	Application forms
1-5-10	Dukane Machine Filmstrip and tape, "Your Job Interview"
1-5-11	Filmstrip machines (2) Tape players (2)

MATERIALS NEEDED
(continued)

Dukane Machine (1)
Listening stations (3)

Filmstrips and tapes:
A. "Job Experiences"
B. "Getting and Keeping Your First Job"
C. "Finding and Holding Your First Job"
D. "The Wonderful World of Work"

1-5-13 Guest Speaker

1-5-14 Samples of résumés

1-6-0 Role play situations

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Gable, Dorothy Y. How To Get A Job And Keep It. Austin: Steck-Vaughn Company, 1969.

Kryston, Victor and Portia Meares. Know What I Mean. San Francisco: International Society for General Semantics, 1972.

Lee, Miriam. Jobs In Your Future. New York: Scholastic Book Services, 1957.

Loeb, Robert H., Jr. Manners At Work. New York: Association Press, 1967.

MacGibbon, Elizabeth Greg. Manners In Business. New York: The MacMillan Company, 1958.

Stewart, Marie M. and others. Business English And Communication. Dallas: McGraw-Hill Book Company, 1967.

Tressler, J. C. and Maurice C. Lipman. Business English In Action. Boston: D. C. Heath and Company, 1957.

DIRECTIONS FOR COMPLETING MONITORIAL SHEET

A. Heading Information:

1. Class: Enter the name of the Interest-Based Curriculum Area, eg. Math For Industry.

2. Teacher: Enter name of teacher. If more than one teacher is involved, give the name of the teacher managing the instructional activity.

3. Date: Enter the date of submission of the monitorial sheet.

4. Objectives (By Number): Enter the numbers of the interim-performance objectives covered by the monitorial sheet. Process and task level objectives should not be entered in this area of the form.

5. Time Interval: Specify the beginning and ending dates for the industrial activities covered on the particular monitorial sheet.

B. Line Item Information:

1. Objectives: Enter the nunber(s) of the process/task level objectives implemented to bring about the behaviors specified in the interim-performance objectives noted in A-4 above. Do not specify interim-performance objectives at the line item level.

2. Estimated Time: Enter the estimated time for completion of each process/task objective. This should be noted in terms of days to the nearest tenth. One day is equivalent to the instructional activity period for the given curriculum area for a single group of students.

3. Actual Time: Same as #2 above in terms of actual days and tenths of days utilized to carry out the line item objective.

4. Date Completed: Date of completion of the instructional activity.

5. Teacher's Initials: Initial each line item to signify completion of the instructional activity.

C. Additonal Information:

1. Objectives Not Covered (List By Number): List those process/task objectives not implemented in the instructional activities for the given interim-performance objectives.

2. Objectives Altered or Added (List By Number; State Adjusted Objective on Back of Sheet): Complete as specified.

Natchitoches Central High School
Natchitoches, Louisiana

Monitorial Sheet

Class_____ Teacher_____ Date_____

Objectives (By Number)_____

Time Interval: _____

Objectives	Estimated Time	Actual Time	Date Covered	Teacher's Initials

Objectives Not Covered (List By Number)_____

_____

Objectives Altered or Added (List By Number; State Adjusted Objectives on Back of Sheet)_____

_____

UNIT IV

PARAGRAPHING

OVERVIEW: PARAGRAPHING

The ability to express oneself in writing is a necessary asset in any chosen career. Students whose major interest is construction trades need to be guided to use the tools of paragraph writing to write strong, vivid sentences and paragraphs.

The basic aspects of writing good, meaningful paragraphs are sometimes overlooked by those students who have placed little concern in the past for what seems to be such a trivial task.

This unit deals with some of the major aspects of paragraph writing: sentence structure, capitalization, punctuation, spelling, vocabulary, unity and coherence. The purpose of this paragraph unit is not to confuse the student with a strict adherence to grammatical rules but to project an interest toward the importance of being able to express oneself coherently within a reasonable and feasible grammatical structure.

UNIT: Paragraphing

1-0-0 (4,5, 10,11) At the end of the paragraph unit the students will demonstrate their knowledge of writing paragraphs by at least a 60% accuracy score of a teacher-made test.

1-1-0 During several class meetings the teacher will explain through use of handouts the development of a good paragraph which includes basic writing skills as evidenced by the project monitorial system.

- 1-1-1 Filmstrip: "Steps in Building a Paragraph"
- 1-1-2 Explanation of the topic sentence
- 1-1-3 Handout of topic sentences
- 1-1-4 Discussion of the different types of paragraphs
  - A. Comparison
  - B. Cause and effect
  - C. Particulars and details
  - D. Statistics
  - E. Definition
- 1-1-5 Discussion of the term "unity"
- 1-1-6 Discussion of the term "coherence"
- 1-1-7 Discussion of paragraphs read aloud in class
- 1-1-8 Writing of an assigned paragraph using a designated topic sentence
- 1-1-9 Writing of a comparison or contrasting type paragraph using "Ackley" and "Stradlater" from The Catcher in the Rye

1-2-0 Throughout the paragraph unit the teacher will empahsize the importance of grammar, punctuation and spelling techniques as evidenced by the project monitorial system.

- 1-2-1 Handout of a spelling check list
- 1-2-2 Recognizing complete and incomplete sentences
- 1-2-3 Writing of ten complete sentences relating to construction trades, using action verbs when writing
- 1-2-4 Diagnostic test for grammar, punctuation and capitalization
- 1-2-5 Grading of papers in class (from 1-2-4)
- 1-2-6 Discussion of errors and review of rules for these errors (from 1-2-4)
- 1-2-7 Building of a paragraph

1-3-0 During the paragraph unit the teacher will administer, collect, score and compile test results for the students relating to construction-trades spelling as evidenced by the project monitorial system.

1-4-0 At the end of the paragraph lesson the teacher will ask the students to write two good, solid paragraphs, choosing from a list of selected topics. The teacher will collect, score and compile results of these paragraphs in reference to the students' ability to comprehend the writing of a paragraph as evidenced by a summary report of testing results.

ACTIVITIES

1-1-2 The topic sentence of a paragraph expresses its main idea. A paragraph is unified if it sticks to its topic. In narration, the topic sentence is never stated, and in much other writing, it is merely implied. But if the paragraph sets out to give an opinion or to explain a point, the topic sentence is expressed, usually in the first sentence. Frequently it is restated in the last sentence, often called a "clincher sentence."

Paragraphs come in all sizes: short--one sentence; average--100 to 150 words; long--250 to 300 words. The one-sentence paragraph is rare except in conversation. In business letters, the average paragraph is about 60 words. A paragraph is the right size when it develops the point clearly and fully.

1-1-3 The best topic sentences contain what we call "action" verbs; verbs which show movement, feeling or thought. Try to avoid using linking verbs when writing your topic sentences. Study the following examples:

1. Anyone can build his own home.
2. Nobody likes a poor and lazy worker.
3. Labor unions get all the breaks.
4. In my opinion, crime does pay.

Write a topic sentence for each of the suggested topics below:

1. Finding a summer job

_____

_____

2. Building a better background

_____

_____

3. Participating in athletics

_____

_____

4. Winning the game

_____

_____

1-1-7 The sending abroad of American technical and engineering men has well been called "our proudest export." Our shipments of brains and skill of this kind have gone to all the foreign countries that have felt the need of more industrialization to enable them to catch up with the modern world. All the far-off places of the world have known the American engineer and have benefited from the power plants, lighting systems, highways, railroads, factory buildings, and other projects that he has created.

1. What is your reaction to this paragraph?

2. Underline the topic sentence.

3. Is there a "clincher" in this paragraph? If not, add one to it.

1-1-7 Civil engineers are needed to build and improve roads and bridges, hydraulic-power developments, sanitation systems, and factories in many foreign lands. They are called in to plan company towns and villages, to lay out airports, and to develop irrigation systems. Where railroads are needed, the civil engineer may be engaged in the preliminary surveys and the location of new lines, as an inspector or resident engineer during construction, in laying out new yards and terminals, correcting curves and grades, and designing railroad structures of different kinds.

1. Find the topic sentence. (Underline it.)

2. Which words do you not understand? (Circle them.)

3. How would you improve the structure of this paragraph?

1-1-8 The construction trades require many types of skilled workers and helpers.

1-2-1 Study List

carpenter	machinist	journeyman
plumber	doorframes	decorate
laborer	scaffolds	vocation
plasterer	sheathing	disposal
roofer	production	industry
paperhanger	moldings	refrigeration
brick	baseboards	employment
glazier	cornices	skilled
inspector	paneling	supervisor
construction	joints	experience
cement	cabinet	manufacture
concrete	porch	qualification
pipe	blowtorch	craftsmanship
painter	liquid	material
maintenance	exterior	sandpaper
bricklayer	interior	blueprint
shovel	union	shopwork
sheet-metal	remodel	fittings
repairman	ladder	install
occupation	apprenticeship	foundation

1-2-2 The following is a list of complete and incomplete sentences. Determine which are complete and which are incomplete. Be prepared to support your answer orally.

1. A journeyman is a skilled worker.
2. Four out of five painters work in the construction industry.
3. The usual method of learning the painting trade.
4. A carpenter uses hand tools to work with wood.
5. Every part of the United States.
6. Who travel on the railroads.
7. Also known as a pipe fitter.
8. Young men will be needed to replace the large number of older men who reach the age of retirement in the construction trades.
9. The largest single-skilled group.
10. Foremen are men of wide experience.

1-2-4 Steps to Follow

1. Read each paragraph.

2. Determine if there is an error in each underlined group of words. Some underlined groups have no error, but there is never more than one error in any underlined part.

Above each underlined part mark:

G - for grammar error
P - for punctuation error
C - for capitalization error
NE - for no error

Plumbers

A Plumber must have (1) a broad knowledge of the use and kinds of materials and fittings for different types of installations. A knowledge of the operation of various heating and supply systems are essential (2), and He must (3) be able to use plumbers' tools (4) skillfully. In large cities (5), a plumber is required (6) to have a license, and he must know state laws and city ordinances so that his work will pass (7) inspection.

1-2-4

Carpenters

Rough carpenters builds rough (8) but substantial wooden structures, forms, and pouring chutes for pouring concrete. They erect scaffolds (9), apply sheathing to houses, lay sub-flooring, and do other coarse carpentry work.

Finish carpenters use tool's (10) skillfully to cut and install inside trim, moldings, baseboards, doorframes, cornices, and Paneling (11). Such work require (12) fitting joints carefully. They also hang doors, lay hardwood floors, fit windows, make porches, and installs cabinets (13).

Painters

Anyone can use a Paint brush (14) and paint surfaces, but the skill of a good painter show up (15) in the finished paint job (16). A painter do all kinds (17) of exterior and interior (18) painting of house's and buildings (19), removes old paint with a Blowtorch (20) or liquids, mixes paint, matches colors, and applies paint.

1-2-4

ANSWER SHEET

	COLUMN A	COLUMN B
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

1-2-7 Arrange the following sentences to form a good, coherent paragraph.

1. Even in Europe, glass was made by hand.
2. Only the wealthy could afford them.
3. It was a great luxury, meaning houses had very few windows.
4. Windows that broke in shipment were pieced together in the same way.
5. Large sheets of glass were not available.
6. Paper brushed with linseed oil took the place of glass.
7. The small panes builders could get were held together with strips of lead.

1-2-7 Arrange the following sentences to form a good, coherent paragraph.

1. Your front door is the last place to skimp and save on material or hardware.

2. For example, no one should have to look for the front door, and, since it is made to be used and enjoyed every day, you should be delighted with its look, feel and touch.

3. It is, after all, the entrance to your private world.

4. If you do not use your front door every day, but use a side or back door all the time, then either your house is not properly designed for you, or your driveway is in the wrong location.

5. Thus, entrance should be simple and quick.

6. The doors of a house are the means by which we enter into the center of its life.

1-3-0 Look at each set of items and circle the words which are spelled correctly.

1.	carpentar	plumber	laboror	plasterer
2.	roofer	paperhanger	brik	glasier
3.	inspecter	construction	sement	concreet
4.	pipe	paintor	maintenence	bricklayer
5.	shuvel	repairman	ocupation	machinist
6.	skaffolds	sheething	production	baseboards
7.	cornices	paneling	joints	cabinet
8.	porch	blowtorch	liquid	union
9.	exterior	interior	remodel	ladder
10.	superviser	disposal	vocation	decorate
11.	skilled	experience	blueprint	instal
12.	fittings	sandpaper	materiel	shopwork

carpenters

construction laborers

painters

plumbers

pipe fitters

brickmasons

sheet-metal workers

machine operators

plasterers

foremen

roofers

concrete finishers

paperhangers

glaziers

inspectors

INSTRUCTIONAL MATERIALS

BIBLIOGRAPHY

MATERIALS NEEDED

1-1-1	Filmstrip
1-1-2	Handout
1-1-3	Handout
1-1-7	Handout
1-1-8	Handout
1-2-1	Handout
1-2-2	Handout
1-2-4	Handout
1-2-7	Handout
1-3-0	Handout
1-4-0	Handout

BIBLIOGRAPHY

Greenleaf, Walter James. Occupations and Careers. New York: McGraw-Hill Book Company, 1955.

John, Mellie and Pauline M. Yates. The New Building Better English, Fourth Edition. New York: Harper and Row, 1965.

DIRECTIONS FOR COMPLETING MONITORIAL SHEET

A. Heading Information:

1. Class: Enter the name of the Interest-Based Curriculum Area, eg. Math For Industry.

2. Teacher: Enter name of teacher. If more than one teacher is involved, give the name of the teacher managing the instructional activity.

3. Date: Enter the date of submission of the monitorial sheet.

4. Objectives (By Number): Enter the numbers of the interim-performance objectives covered by the monitorial sheet. Process and task level objectives should not be entered in this area of the form.

5. Time Interval: Specify the beginning and ending dates for the industrial activities covered on the particular monitorial sheet.

B. Line Item Information:

1. Objectives: Enter the number(s) of the process/task level objectives implemented to bring about the behaviors specified in the interim-performance objectives noted in A-4 above. Do not specify interim-performance objectives at the line item level.

2. Estimated Time: Enter the estimated time for completion of each process/task objective. This should be noted in terms of days to the nearest tenth. One day is equivalent to the instructional activity period for the given curriculum area for a single group of students.

3. Actual Time: Same as #2 above in terms of actual days and tenths of days utilized to carry out the line item objective.

4. Date Completed: Date of completion of the instructional activity.

5. Teacher's Initials: Initial each line item to signify completion of the instructional activity.

C. Additonal Information:

1. Objectives Not Covered (List By Number): List those process/task objectives not implemented in the instructional activities for the given interim-performance objectives.

2. Objectives Altered or Added (List By Number; State Adjusted Objective on Back of Sheet): Complete as specified.

Natchitoches Central High School
Natchitoches, Louisiana

Monitorial Sheet

Class_____ Teacher_____ Date_____

Objectives (By Number)_____

Time Interval: _____

Objectives	Estimated Time	Actual Time	Date Covered	Teacher's Initials

Objectives Not Covered (List By Number)_____

_____

Objectives Altered or Added (List By Number; State Adjusted Objectives on Back of Sheet)_____

_____

Natchitoches Central High School
Natchitoches, Louisiana

Monitorial Sheet

Class_____ Teacher_____ Date_____

Objectives (By Number)_____

Time Interval: _____

Objectives	Estimated Time	Actual Time	Date Covered	Teacher's Initials

Objectives Not Covered (List By Number)_____

_____

Objectives Altered or Added (List By Number; State Adjusted Objectives on Back of Sheet)_____

_____

UNIT V

SPEAKING AND LISTENING

OVERVIEW: SPEAKING AND LISTENING

Communication involves primarily the skills of speaking and listening. Even more than reading and writing, speaking and listening abilities are essential to individual success.

Regardless of the situation, what one says and the way he says it often represent how much a person respects himself and others. Telephone courtesy is as important in the home as on the job. Introductions today are not usually as formal as they once were, but there are still certain conventions that are followed. Making a talk before a group requires know-how, practice, and poise. A person should always use his most courteous tone of voice in all these situations, and one needs many experiences involving speaking in order to learn good self-expression.

On all sides human beings are bombarded with sounds. It takes a discriminating listener to discern what is important and what is not. Hearing without listening is very much like reading without comprehending. As a person develops his listening skill, he learns to be informed, constructively critical, and courteous. There are ways to improve and to expand listening ability. Practice and concentration are important.

This unit includes speaking and listening activities which involve the students in the skills of oral communication. It is not designed to make orators and critics out of all the students. It is, rather, an introduction to the importance of good speaking and listening habits.

SPEAKING AND LISTENING

1-0-0 (4,5,10, 11) At the end of the speaking and listening unit, the students will demonstrate the value of two-way communication by presenting a short speech on an aspect of economics and/or the construction industry, with teacher and class approved proficiency in accordance with the speaker and listener profiles.

1-1-0 During the class periods the teacher will provide monitored activities for improving listening and for creating an awareness of listening habits.

1-1-1 Introduce the unit by reading and doing the activities connected with the article, "Man's Greatest Invention," from the ACE 301 Kit, Reading and Study, pp. 17-23.

1-1-2 Listening Test I from ACE 301, Listening and Speaking, pp. 3-4

1-1-3 Class discussion of the importance of listening using transparency and handout

1-1-4 To reinforce 1-1-2, the students will collect pictures of people in listening situations to make a bulletin board entitled "Everyday Listening Situations."

1-1-5 Class discussion contrasting good and poor listening habits, using transparencies

1-1-6 Class discussion of the kinds of listening, using handouts and transparencies

1-1-7 Have a taped discussion about the economy or another topic of interest to the students. Play the tape back and have the students analyze the listening skills involved in the discussion. Possible questions to be analyzed are the following:

1. Did everyone listen when one person was speaking?
2. Were there any outside distractions during the conversation?
3. Did the responses show that the class members were really listening to each other?
4. Were there any examples of aesthetic listening? Recall listening? Critical listening?

1-1-8 Practice in aesthetic listening. The class will hear a recording of a popular song that is familiar. Afterwards, they will discuss the following questions:

1. How does the song make you feel?
2. What story is possibly behind the words of the song?
3. What is the significance of the actual words in the song?
4. Why is listening to a song considered to be aesthetic listening?

1-1-9 Practice in recall listening. The teacher will read a passage from Soule's Economics for Living concerning money. Have a short oral quiz to test recall listening.

1-1-10 To reinforce listening skills, the class will view "How to Listen More Effectively," a set of filmstrips and tapes.

1-1-11 Listening Test II from ACE 301, Listening and Speaking, pp. 45-46

1-2-0 At the end of the listening skills lessons, the teacher will administer self-evaluation listener profiles to the students, as evidenced by the project monitorial system.

1-3-0 During the class periods the teacher will provide monitored activities for improving speaking and for creating an awareness of speaking habits.

1-3-1 Class discussion of the need for good speaking habits, using transparencies, handout, and filmstrip.

1-3-2 Class discussion of the characteristics of good and bad speakers, using ideas contributed by class members.

1-3-3 Tape short, extemporaneous talks on some phase of labor or economics and play back the tapes to let the students hear how they sound and analyze their speaking habits. Students may use periodicals for information. Use transparencies as an aid to discussion.

1-3-4 Class discussion of telephone courtesy, using handout and transparency

1-3-5 Have a guest speaker from the telephone company demonstrate telephone use, involving the students in practical discussion.

1-3-6 Practice telephone courtesy. Using hypothetical situations, students will practice telephone use. Students will orally evaluate each other.

1-3-7 Class discussion of the guidelines for giving directions using transparencies and handout

1-3-8 Spend time in the library choosing and researching topics on economics and labor to present in a short speech, telling directions. Handout contains suggested topics. Use films as a review of library use.

1-3-9 Using transparencies, films, poster, and handout, discuss and practice outlining and presenting speeches.

1-3-10 Class members will present speeches giving directions.

1-4-0 During the directions talks the teacher will administer speaker profiles so that the students may evaluate each other, as evidenced by the project monitorial system.

1-5-0 Throughout the speaking and listening unit the teacher will motivate the students to find cartoons and articles about construction trades, the stock market, and labor to display in the classroom and to be the basis for monitored discussions.

1-6-0 Throughout the speaking and listening unit the teacher will expose the students to the vocabulary study of labor and economics, as evidenced by the project monitorial system.

ACTIVITIES

1-1-3

LISTENING IS IMPORTANT

Good listening habits contribute greatly to one's success in all areas of life, but particularly in business and industry. Some large corporations such as American Telephone and Telegraph, General Electric, and General Motors, provide listening training for some of their personnel.

A supervisor must know how to listen. Large corporations know that management must know how to listen if it is to be effective. They know that the successful supervisor doesn't just give orders; he also does a lot of listening. He listens to his employees to find out what they think, so he can help to settle arguments or complaints and establish good employee relations and because he knows that employees often contribute time- and money-saving ideas when they have a supervisor who really listens to them.

Workers, too, must listen. Many workers in business and industry rely on listening skills to carry out their daily assignments. Telephone operators and salespeople must be skilled listeners. Another who must depend upon effective listening is a construction worker. When he is on the job, the worker must listen to his instructions so that he can perform his duties well. If he is operating any heavy machinery, he must listen to make sure it is running correctly. He listens to his fellow workers as they make friendly conversation. When a job has been completed, he listens to his supervisor's comments on the work. The success of the construction worker depends a great deal upon how well he listens.

All employees who provide service of any kind--and that includes most--are partially, if not mainly, dependent upon their listening ability to carry out their duties. No one in business and industry is immune to the

need for effective listening. Every worker--every secretary, accountant, shipping clerk, plumber, tile setter, mechanic--receives much information and many instructions orally from co-workers, from supervisors, and from customers. Failure to listen results in errors, accidents, and misunderstandings; and these are costly in terms of time, money, and good will.

1-1-6 Kinds of listening

1. Listening for entertainment or appreciation - This is also called aesthetic listening. It involves enjoyment of television, movies, plays, conversation, humorous speeches, and other light forms of entertainment.
2. Listening for information - This is also called recall listening. The listener hears and records information for later use. Skills involved are listening for key words and facts, and organizing them so they can be recalled. This type of listening is helpful in school.
3. Listening for evaluation - This is also called critical listening. The listener must make a judgment; he must decide about the probable truth or wisdom of what he hears. His own knowledge and ability to reason must have a bearing on what he hears. He needs to be able to recognize propaganda techniques. This type of listening is helpful in judging advertisements and in dealing with salesmen and politicians.

What makes money money is that it is:

1. A medium of exchange,
2. A measure of value,
3. A store of value.

QUESTIONS FOR RECALL

1. Name four items other than coins that have been used as money.

2. What was the English penny called?

3. What type of coin did the American colonists use?

4. What coin is sometimes called "two bits"?

5. How is money a "store of value"?

---

*Soule, Economics for Living.

* "What Makes Money Money? deleted due to Copyright restrictions.

1-3-1 The Need for Good Speaking Habits

Everyday there are hundreds of opportunities to speak. We talk with our friends, make telephone calls, make reports in school, complain, and voice opinions. People in the world of work, too, find themselves in numerous speaking situations daily. A person in the automobile repair business must talk when he receives orders for services or repairs; when he receives complaints and makes adjustments; and when he talks to his fellow workers.

Speaking is one of the primary methods of communication. We speak for five basic reasons: To fulfill a need, to communicate our ideas, to control our environment, to get responses from others, and to achieve understanding. Language is a set of symbols used to communicate ideas. We need to practice good speaking habits so that we can communicate our ideas well. Communication requires a sender of messages and a receiver of messages. It would be difficult to be the receiver of a poorly-communicated message. For this reason, everyone needs to put his best attitude into speaking and listening.

1-3-4 Guides for using the telephone

I. Identify yourself immediately, whether making the call or answering the call.

A. In answering an office or department telephone, identify both the office and yourself.

B. At home, identify the residence and yourself.

II. Keep the caller informed.

A. If you must leave the line for any reason, excuse yourself properly.

B. Return frequently to the line to report what you are doing to the caller.

III. Be ready to take down information.

A. Have a pen and pad handy.

B. Verify what you take down by repeating the message to the other party.

IV. Be courteous.

A. Speak clearly and in a reasonable tone.

B. Avoid irritating mechanical noises such as scraping a pencil across the mouthpiece.

V. Guides for answering want ads by telephone:

A. Talk to the person named in the ad.

B. Tell him what you are calling about.

C. Answer his questions about your background and experience.

D. Find out what you need to know about the job.
1. Where is the business located?
2. What are the hours?
3. What work will you be doing?
4. What is the pay?

E. Get the name and address of the person you are supposed to see.

F. Find out when you are to go there.

1-3-6 PRACTICE TELEPHONE COURTESY

Act out the following situations, practicing the rules of telephone courtesy:

A. Answer the following want ad. Use two students, one to be the applicant and one to be the employer.

"File setter. No experience needed. Will train on the job. Call JK6-8765."

B. You are alone in the carpentry shop. A fire breaks out in the storage area. Use the telephone to your best advantage.

C. You are a building contractor, and you have received an angry call about a cracked floor on a job your firm completed last month. Deal with the angry customer. More than one student will act this out.

D. With your summer bonus money you decide to purchase some stock in Pittsburgh Plate Glass. Call your broker and discuss the matter with him.

E. You are calling friends to announce a meeting of the Junior Stock Market Club. Several students may participate in this one.

F. You are a bricklayer, and you have to call in sick. One student should be the foreman and one the bricklayer.

G. You have had an accident on the job, and you have had X-rays and emergency medication, but you are not staying in the hospital. Call your insurance company to see if you have coverage for this.

H. You are a cabinet maker, and you need to order some equipment such as hinges. Call a supply company and make your order. One student will be the supply company's answering service.

I. You have a new motorcycle, and you are calling a girl friend to invite her to go riding with you. One student will be the girl friend.

1-3-7 GUIDELINES FOR GIVING DIRECTIONS

1. Be accurate. Just one wrong direction will destroy the value of your explanation.

2. Be complete. Leave out one direction and again your explanation will fall down.

3. Be simple. Speak at the listerner's level.

4. Use visual aids or diagrams where possible. One picture is worth a thousand words.

5. Keep everything in order.

Examine the following faulty directions. Point out the errors, referring to the list above. Which of the above guidelines does the writer forget?

To join a building trade union, the applicant must first have a high school education or its equivalent. At the beginning, the rate of pay for an apprentice is about 60% of the journeyman's rate. For four years the apprentice receives on-the-job training under the supervision of a journeyman. Before an applicant is allowed to join the union, he must serve a trial period. But before the trial period, he must be selected by a joint labor-management committee according to objective standards set by the committee. If he is found to be satisfactory, he is allowed to join the union by paying an initiation fee. He receives increases in salary every six months during his apprenticeship until he reaches the journeyman pay scale.

While the apprentice is in training, he must go to classes two nights a week during the school year. After he becomes a journeyman, he may transfer to other local unions.

1-3-7 (continued)

The apprentice becomes a journeyman carpenter after two years. With this title he is eligible to work as a journeyman on any construction project within the authority of the union and to receive the wages negotiated for the journeyman.

1-3-8 GIVING DIRECTIONS

Choose one of the following topics or a similar one to present in the form of a short talk to the class.

1. How to complete an accident report in industry
2. How to keep up with the lumber industry in the stock market
3. How the stock market functions
4. How income tax works
5. How social security works
6. How to apply for a credit card
7. How to apply for a loan
8. How to make a budget
9. How minimum-wage standards are set
10. How to conduct a strike
11. How to cancel an appointment
12. How inflation occurs
13. How the government can stop inflation
14. How to finance the building of a house
15. How unions protect workers
16. How a labor dispute is settled
17. How to advance on a job
18. How money can be saved
19. How glass is used in construction
20. How banks make money

1-3-9 SAMPLE OUTLINE - CHIEF NEEDS OF AN ECONOMY

I. The best use of scarce resources
   A. Land and natural resources
      1. Minerals
      2. Building materials
      3. Crops
   B. Labor
   C. Capital
      1. Tools
      2. Equipment
      3. Money

II. Efficient production
   A. Group work
   B. Specialization
   C. Time-saving tools or machines

III. Consumption and savings
   A. Investments
   B. Savings--not too great or too small

IV. Fair distribution to consumers
   A. Needs and tastes of the persons involved
   B. Organizations
      1. Labor unions
      2. Farmers' organizations

INSTRUCTIONAL MATERIALS

EVALUATIVE MATERIALS

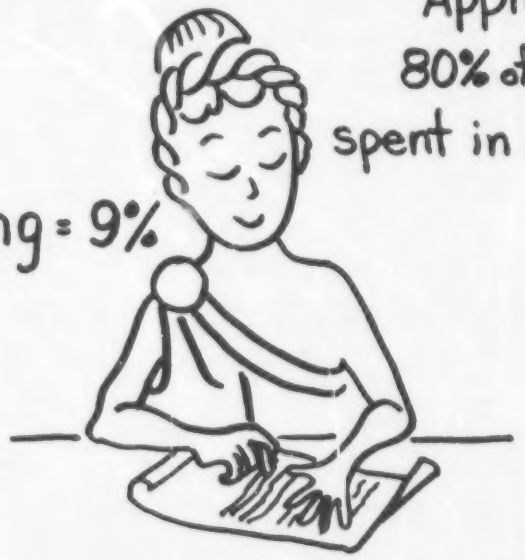
BIBLIOGRAPHY

Listening = 45%

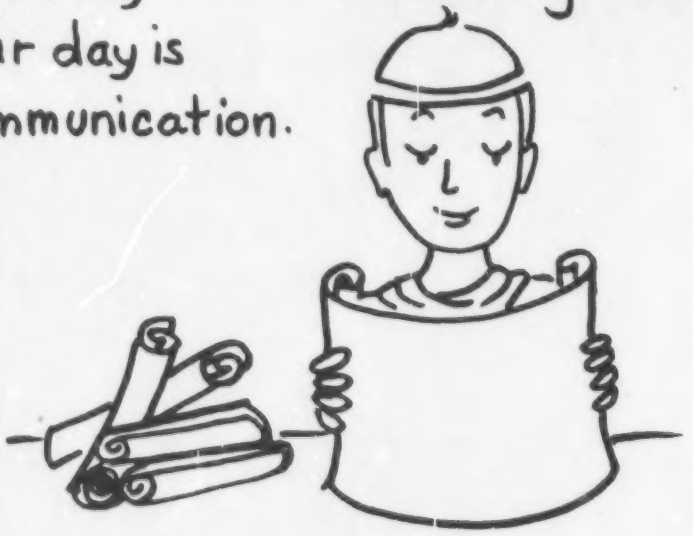
Speaking = 30%

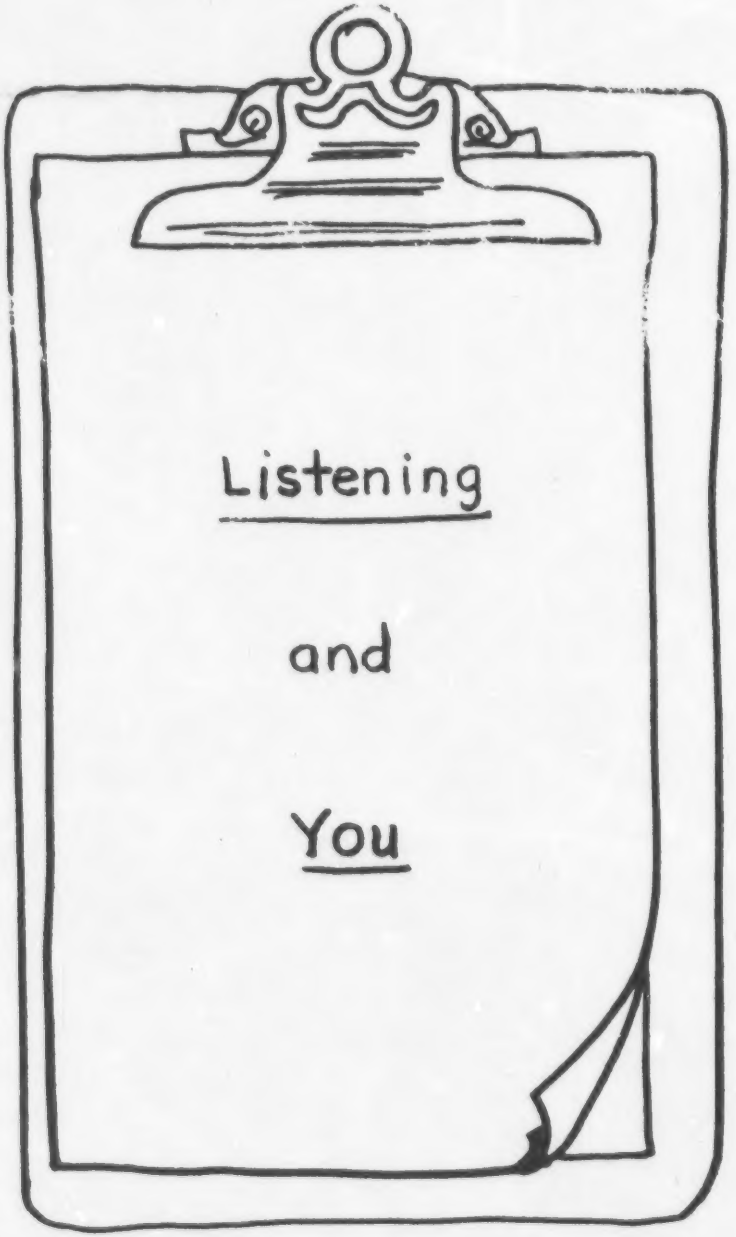
Approximately 80% of our day is spent in communication.

Writing = 9%



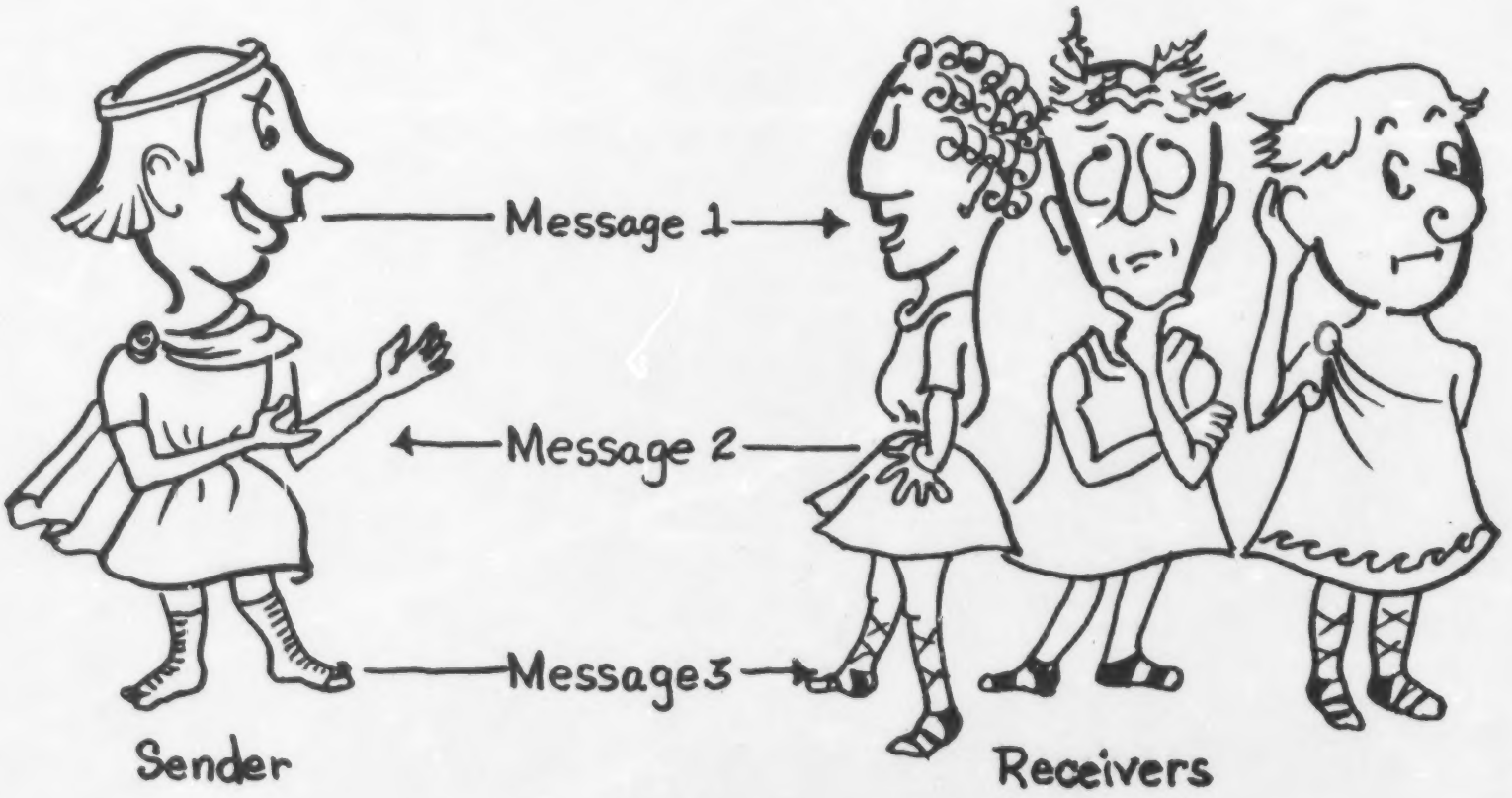
Reading = 16%



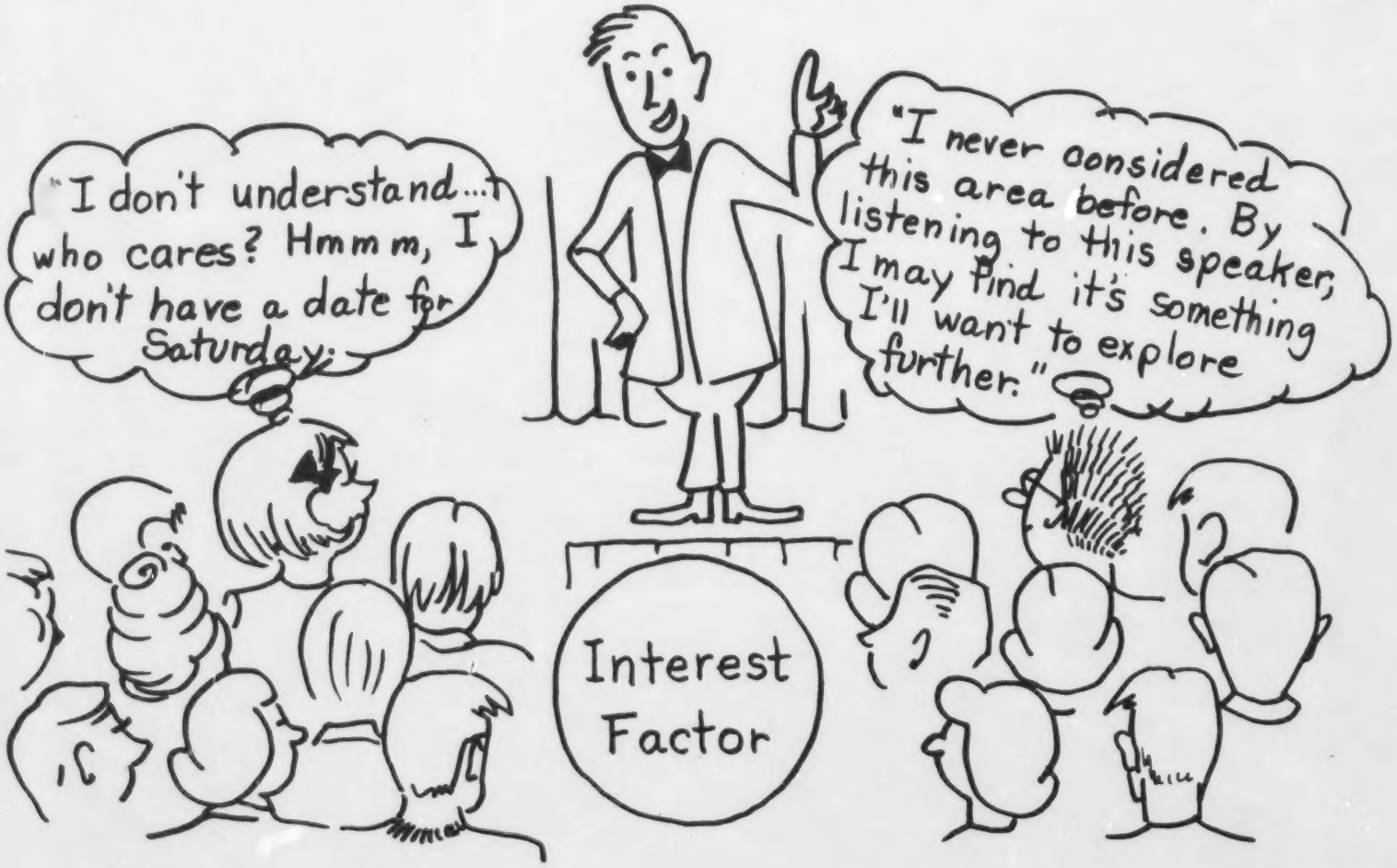


What Is
Your
..... Ear-Q??

Communication is Circular and Requires Feedback



Feedback is Related to Listening


"I don't understand... who cares? Hmmm, I don't have a date for Saturday.
"I never considered this area before. By listening to this speaker, I may find it's something I'll want to explore further."
Interest Factor

Poor listeners tune out subjects they may find uninteresting.

Good listeners search for useful information and try to acquire additional interests.

"I don't believe you, because I don't like your looks."
"You look different, but you sure seem to make sense."
SOAP
Judge Content Not Speaker

Poor listeners judge speaker's physical appearance, dress, delivery or other possible idiosyncrasies.

Good listeners ultimately judge <u>What</u> is said rather than <u>How</u> or by <u>Whom</u>.

Stimulation... Over-Stimulation

Poor listeners become over-stimulated with ideas of speaker. Over-stimulation causes internal refutation and disregard of remainder of speaker's ideas.

Good listeners withhold judgment until comprehension of speaker's ideas is complete. Any refutation is offered tactfully and follows complete comprehension.

"Pinta....
3 ships...
Columbus...
Ferdinand.....
America... Niña...
1492...?"
"Fervent desire to reach the East by sailing west... response of Royal Court to Columbus' request... his miscalculations..... events of first voyage..."

Facts and Central Ideas

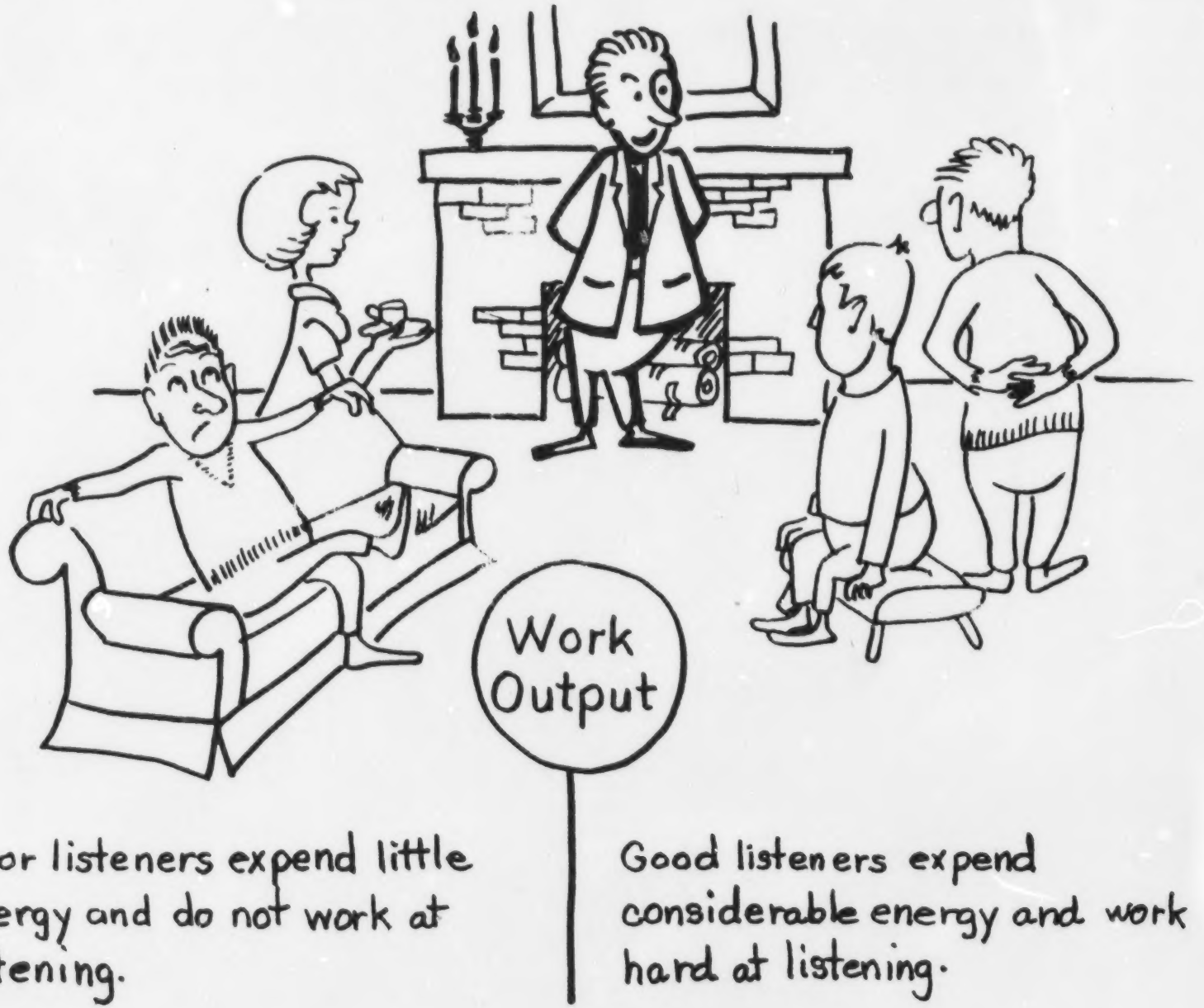
Poor listeners consider facts in isolation.

Good listeners concentrate on central ideas and general concepts in relation to specific facts.

Notetaking

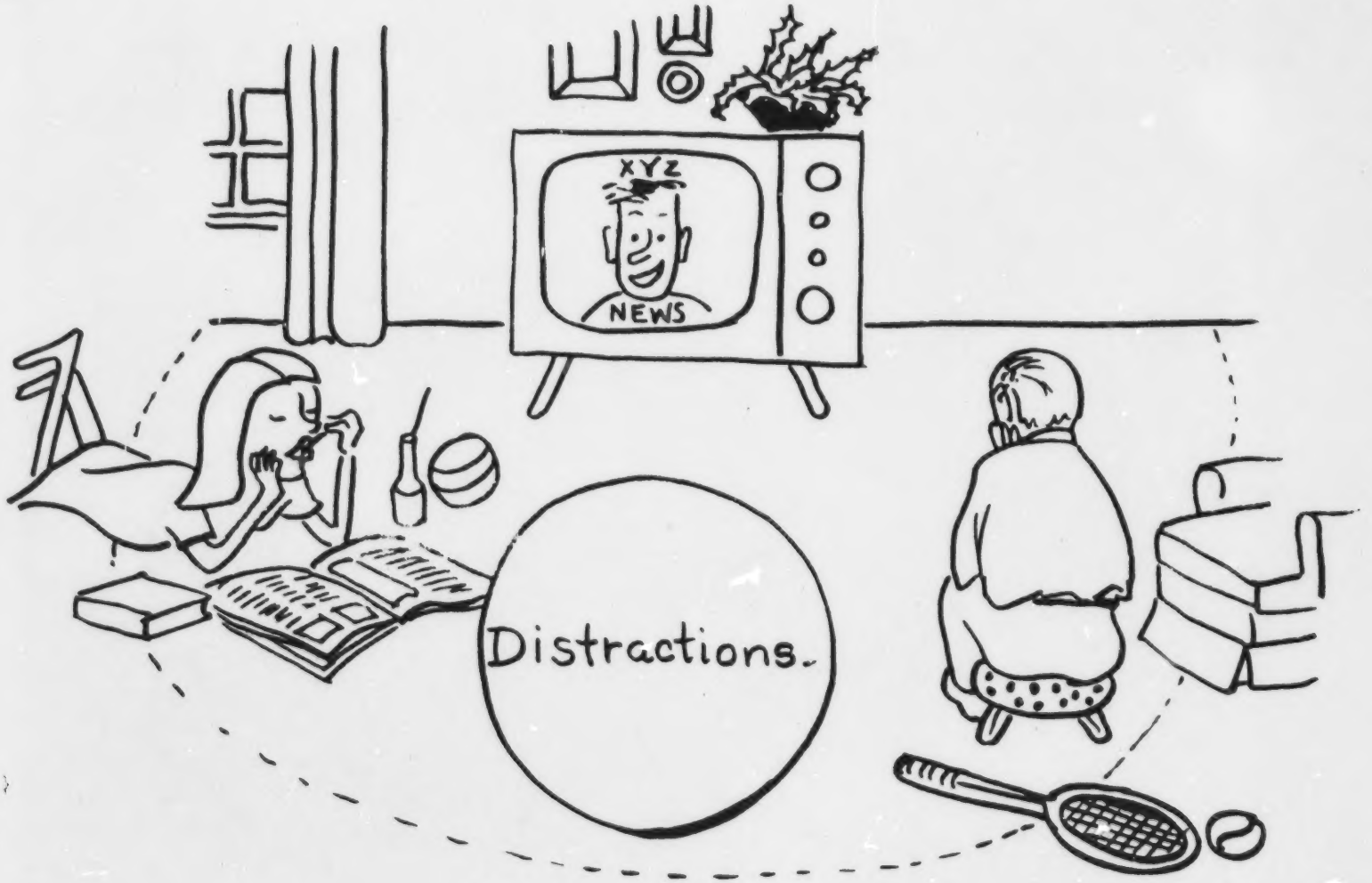
Poor listeners are rigid notetakers, use one system only, make no adaptations and take over-extensive notes.

Good listeners are flexible notetakers, use various systems, adapt to organizational pattern of speaker and take fewer, more



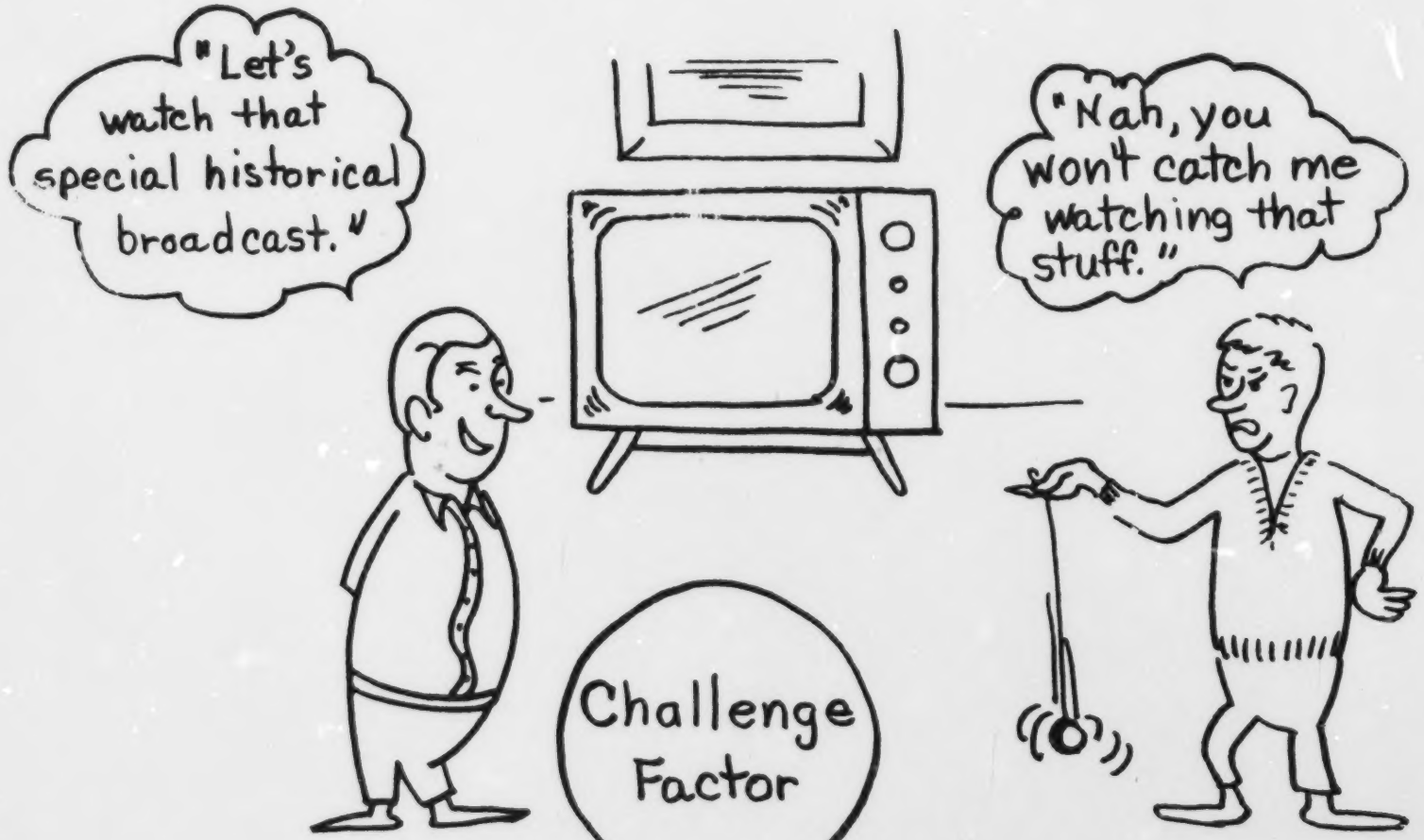
Poor listeners expend little energy and do not work at listening.

Good listeners expend considerable energy and work hard at listening.



Poor listeners create and/or are influenced by distractions

Good listeners minimize and ignore possible listening distractions.



Good listeners seek and listen to meaningful, enriching material; they try to find a variety of listening situations.

Poor listeners avoid challenging listening situations and will not try to develop an appreciation of other areas.

Poor listeners operate with closed minds and allow emotional words to interfere with careful evaluation.

Good listeners interpret 'color words' and consider context. They listen for overall meaning and can identify WORDS that arouse emotion.

"I wonder what I should wear tonight..... Gee, it's still raining.... What's the teacher pausing for....?"
"Oh, I see... That substantiates what he previously mentioned."
Thought / Speech Speed Differential

Poor listeners do not utilize the thought/speech speed differential.

Good listeners utilize the thought/speech speed differential by: anticipating, comparing, evaluating, reviewing, summarizing.

Listening for Entertainment and Appreciation

Entertainment — Listening for Enjoyment, Relaxation and Pleasure; Includes Music, Light Drama, Radio, Stories, Conversation, Television, Etc.

Appreciation — Includes, but Goes Beyond, Listening for Entertainment; Greater Degree of Critical Judgement is Needed: Opinion or Judgement Determines Beauty, Artistic Merit, Appropriateness of What is Heard; Includes Music, Dramatic Readings, Poetry, Radio, Television, Etc.

Listening for Information and Evaluation

Information

Listening is the Heart of Learning.
Informative Listening Includes:
Lectures, Newscasts, Speeches,
Discussions, Conversations,
Debates, Etc.

Evaluation

Decisions are Based on Evaluative Listening and Require Critical, Informed Judgment. A Consumer, Voter, Student, Family Member-- Everyone Must Make Evaluations.

Why Do We Speak?

-Fulfill A Need

-Communicate Our Ideas

-Control Our Environment

-Get Response From Others

-Achieve Understanding

Language Is The Primary Method Of Conveying Ideas.

A Set of Symbols Is Used to Communicate Ideas.

The Word "Girl" Is Not the Actual Girl But Represents -

This girl

or this

or this girl.

SPEAK UP!

Use Your Voice To Your Best Advantage

Respiration
Phonation
Resonation
Articulation

} To Control [Pitch, Rhythm, Volume, Quality]

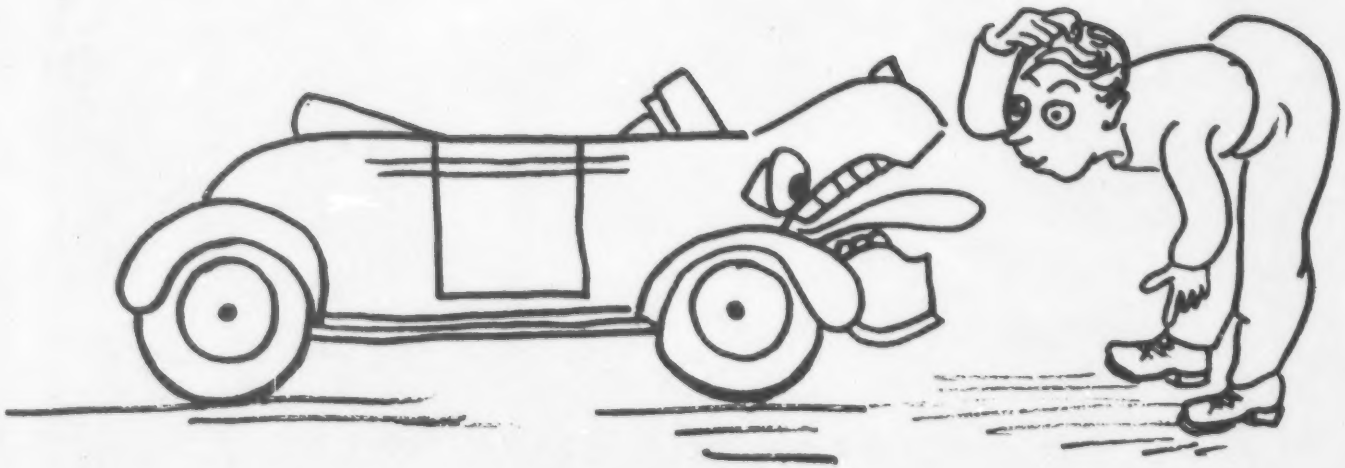
SENDER:

- Has Need to Communicate
- Encodes Message
- Transmits Message

RECEIVER:

- Decodes Message Into Meaning
- Responds
- Gives Feedback

GETTING ACQUAINTED



BECOME ACQUAINTED WITH YOUR VOCAL MECHANISM

IT'S HOW YOU SAY IT

YOUR VOICE

"IT SOUNDS AS THOUGH THAT SPEAKER HAS A MOUTHFUL OF HOT POTATOES."
"THAT SPEAKER HAPPENS TO BE YOU."

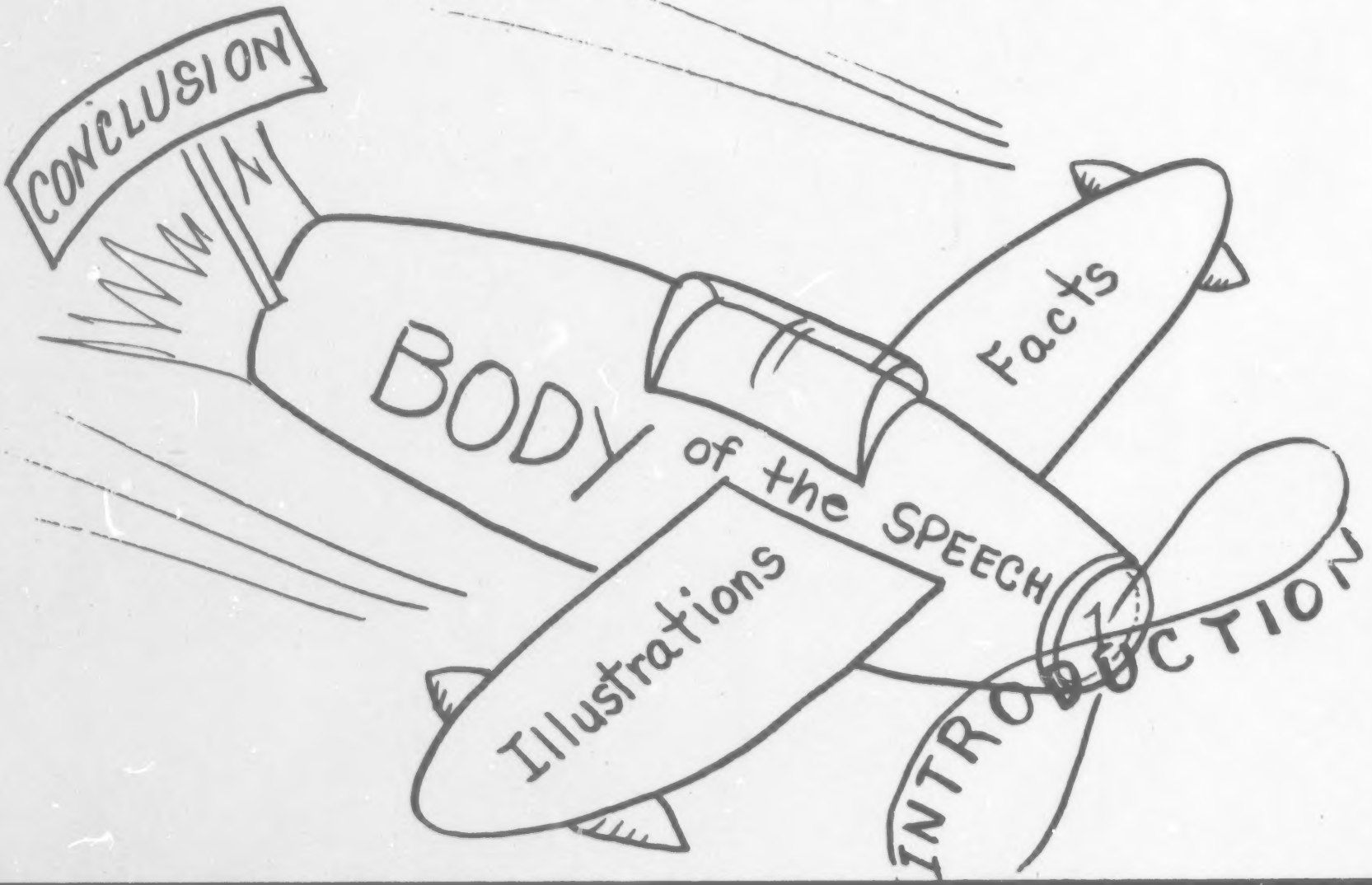
TELEPHONE COURTESY

GIVING DIRECTIONS

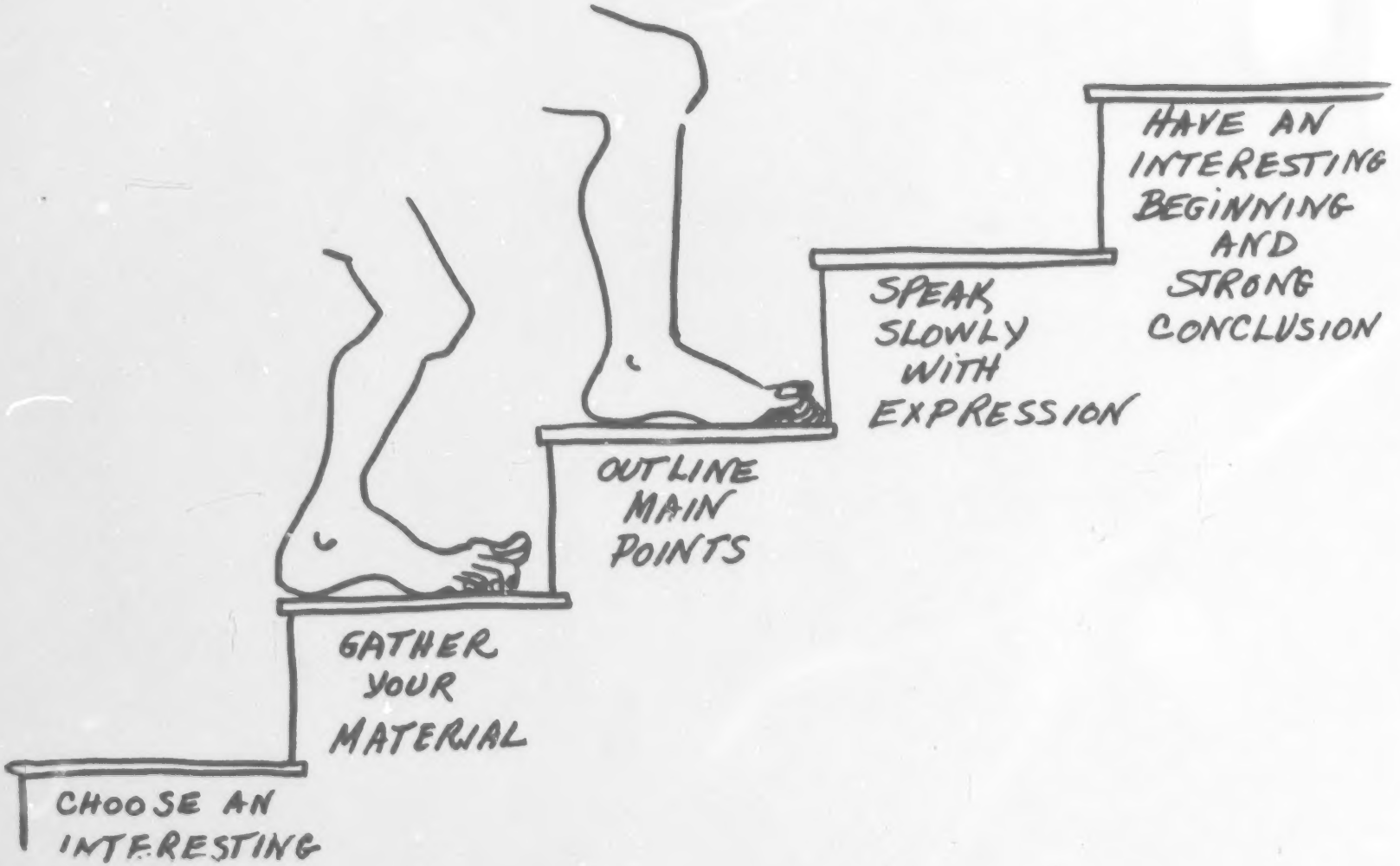
"YOU GO THREE BLOCKS AND TURN LEFT AND THEN..... NO, YOU GO THIS WAY TWO BLOCKS, TURN RIGHT, AND..... NO, THAT'S NOT RIGHT..... GO THAT WAY... NO ..... LET ME THINK..... SAY, YOU KNOW WHAT? I'VE NEVER HEARD OF THAT PLACE!"

GIVING DIRECTIONS

PARTS OF A SPEECH



STEPS for GOOD ORAL REPORTING


HAVE AN INTERESTING BEGINNING AND STRONG CONCLUSION
SPEAK SLOWLY WITH EXPRESSION
OUTLINE MAIN POINTS
GATHER YOUR MATERIAL
CHOOSE AN INTERESTING

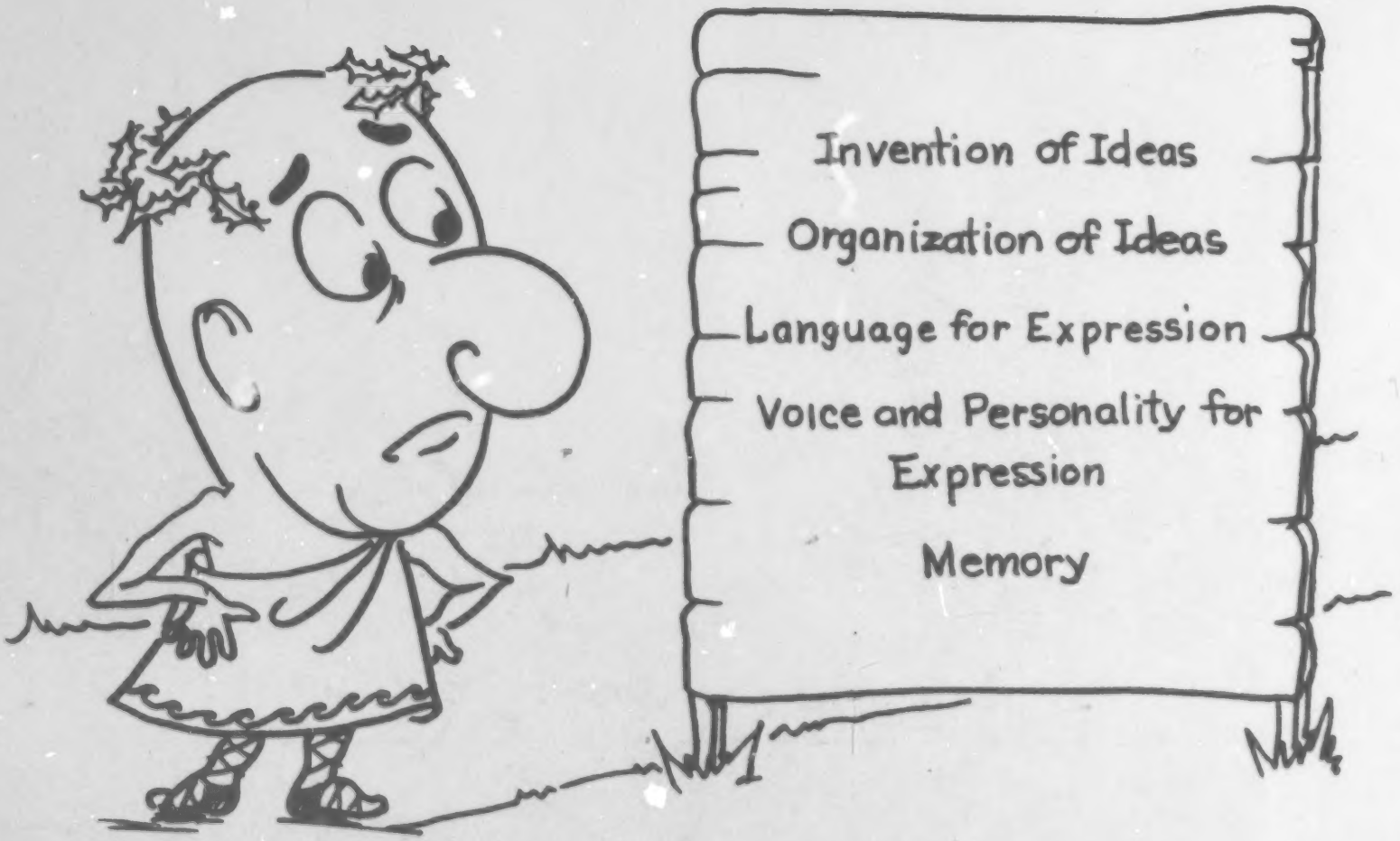
Parts of a Speech

Introduction
- Gain Attention
- Introduce Subject

Body
- Develop Main and Subordinate Ideas
- Use Supporting Material
  - -Definition
  - -Examples
  - -Statistics
  - -Comparison
  - -Cause-Effect
  - -Authority

Conclusion
- Summarize and Reinforce Main Idea

The Elements of Speech



Organization of a Speech is Necessary...

For the Speaker

And....

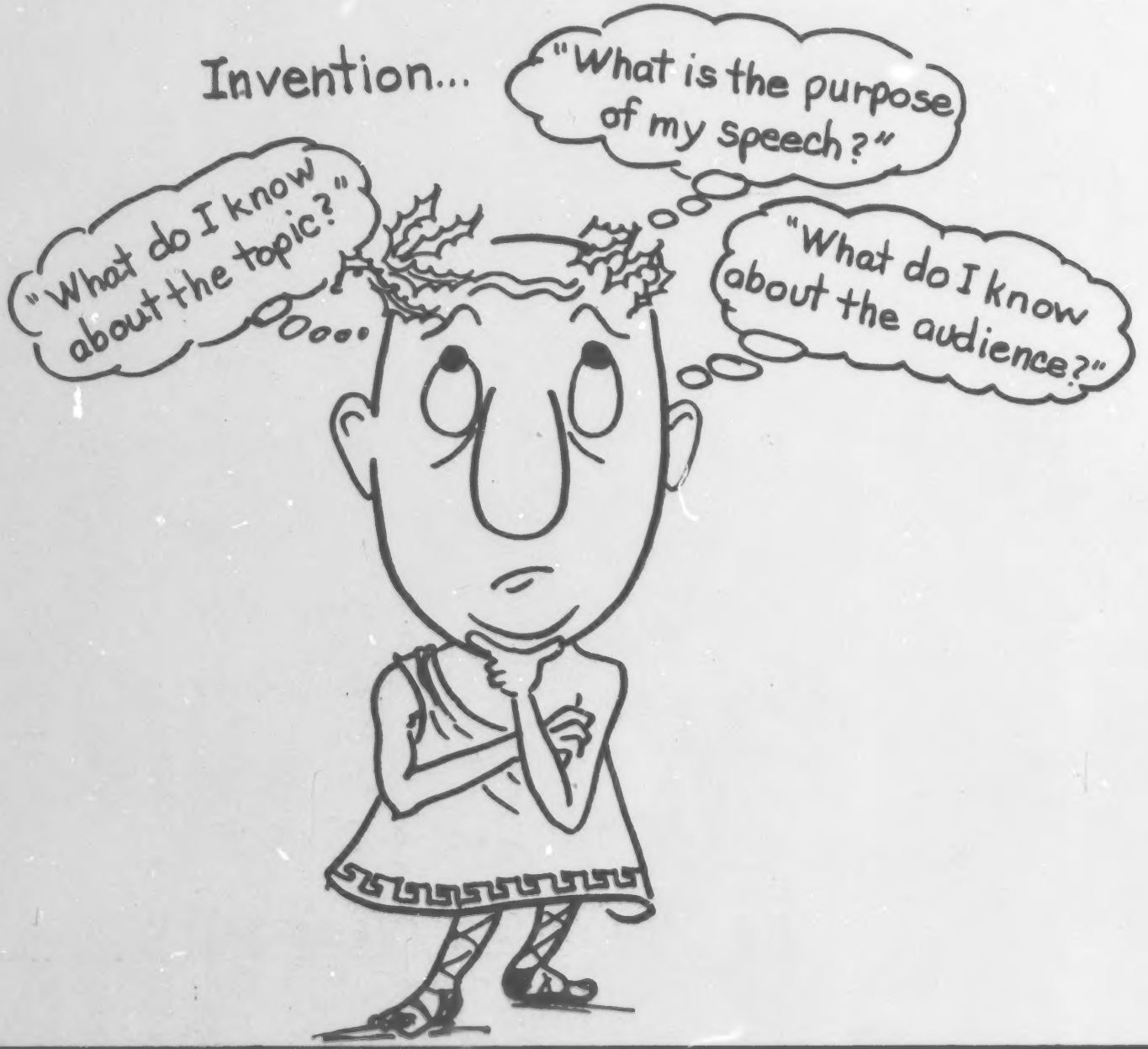
For the Listeners.

Determine Specific PURPOSE and Select Particular APPROACH

TO:

- Give Information
- Present A Problem
- Present A Solution
- Resolve A Conflict
- Plead A Cause

Topic originates from the speaker's knowledge of the AUDIENCE, OCCASION AND TOPIC.


Invention...
"What is the purpose of my speech?"
"What do I know about the topic?"
"What do I know about the audience?"

ganize A Speech,
Use An Outline

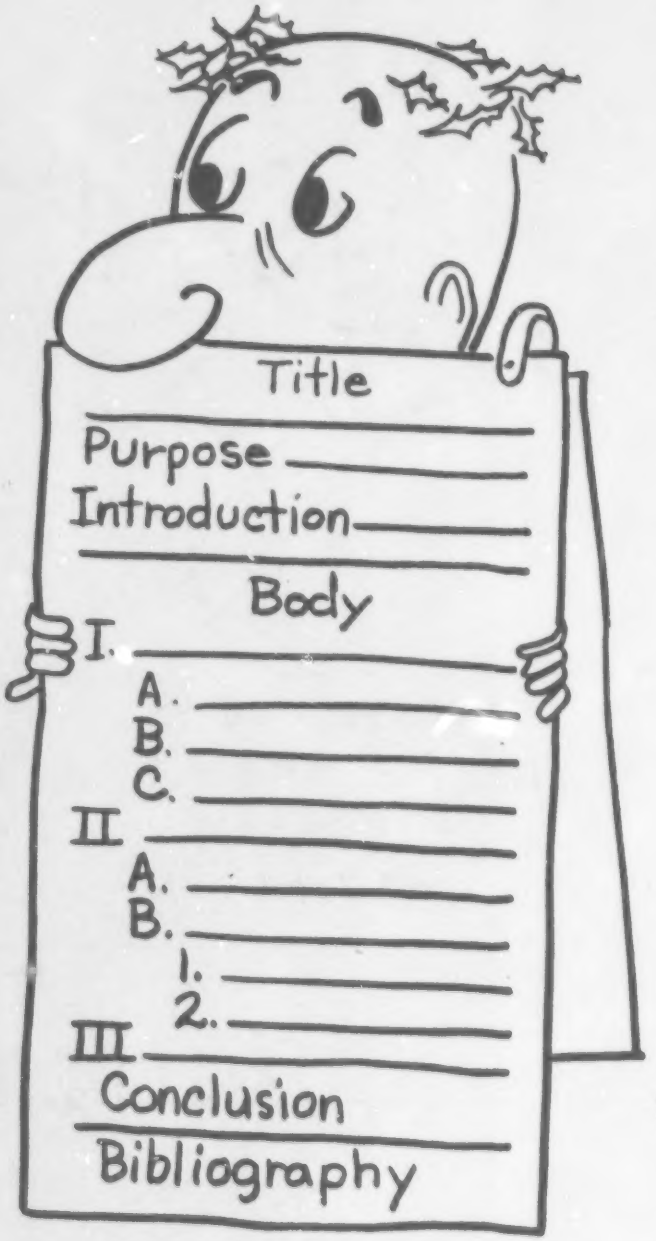
→ Chronological Order

→ Space Order

→ Topical Order

→ Problem-Solution Order

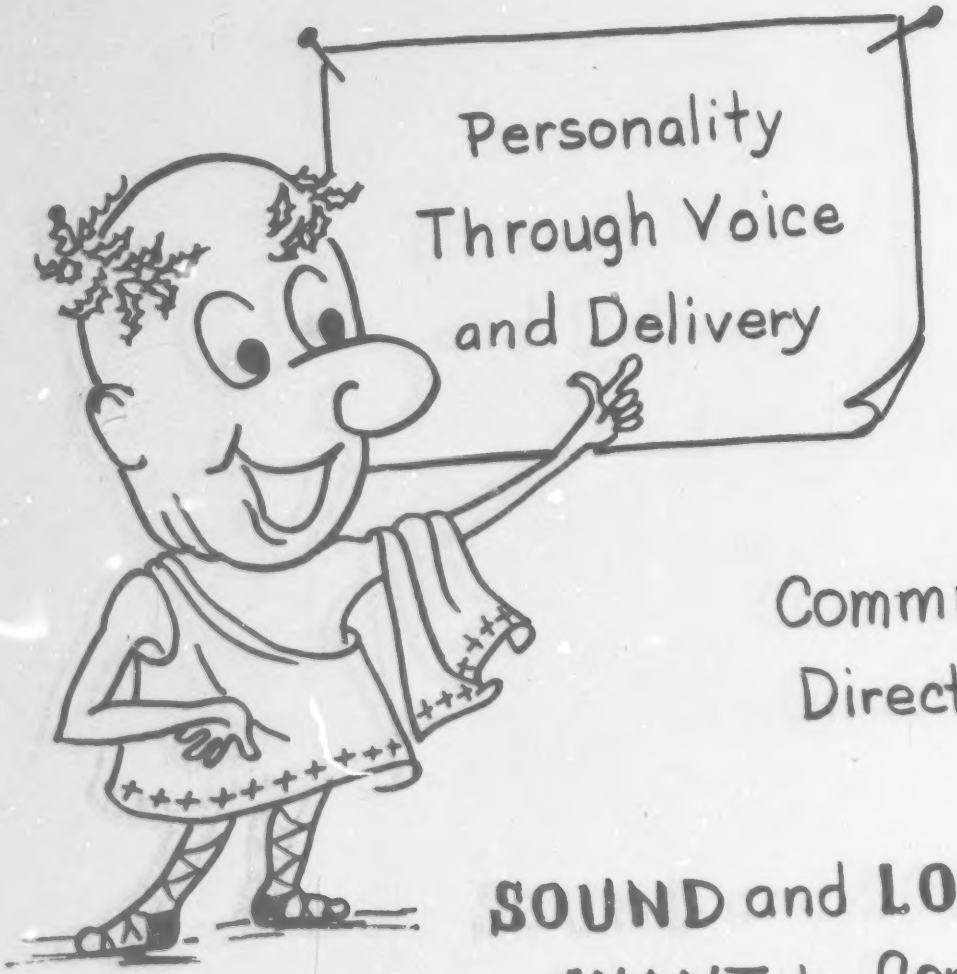
→ Cause-Effect Order



MAKING AN OUTLINE

TOPIC OUTLINE

I. Main Point
  A. Subpoint of I
  B. Subpoint of I
    1. Detail about B
    2. Detail about B
    3. Detail about B
II. MAin Point
  A. Subpoint of II
    1. Detail about A
      a. Detail about 1
      b. Detail about 1
    2. Detail about A
  B. Subpoint of II
III. Main Point



Communication Needs
Directness and Force!

SOUND and **LOOK** like
you **WANT** to Communicate
WITH the Audience.

Responsible Communication

The Speaker Must:

- Build his speech on facts.
- Present facts and opinion fairly.
- Respect the right of others to have differing ideas and opinions.

Don't Jump!!

Plan your speech carefully and talk with the audience to reduce problems of:

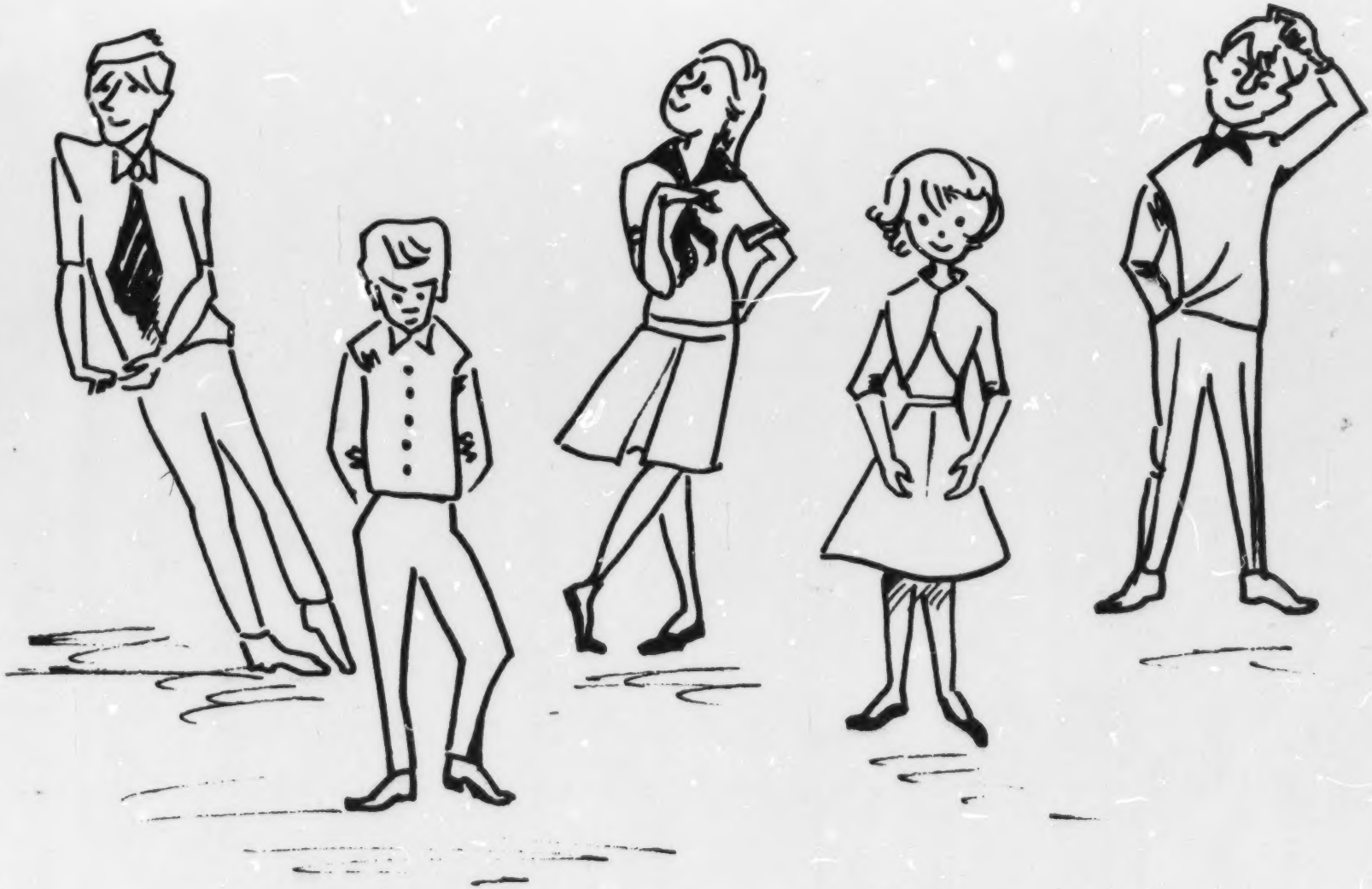
How Can You Remember Your Speech?

1. Be constantly aware of your pattern of organization.
2. Practice aloud before giving it.
3. Use note cards as a help, not a hindrance.

Confidence in yourself
Organization of material
Method of preparation
Manner of delivery
Understanding of audience
Novelty of idea
Ideas of significance
Contact with audience
Analysis of subject
Terseness of language
Ethics of speech making

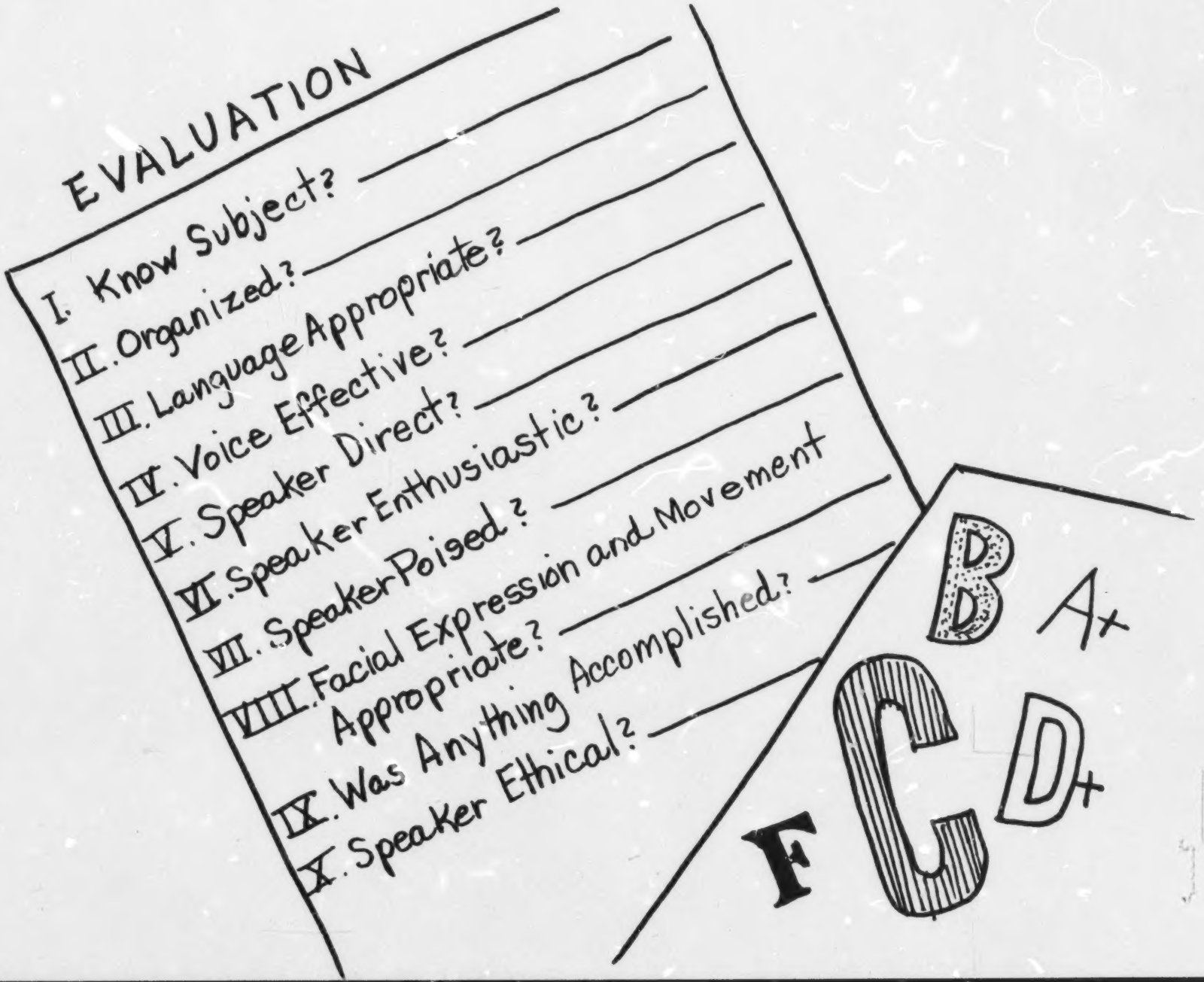
Control
← these
Variables

SPEECH POSTURE



Use of the body:

1. Posture. Stand erect with feet few inches apart, one foot slightly ahead of the other. Let arms hang at side.
2. Eye movements. Make personal contact with the audience - talk directly to them.
3. Breathing. Inhale deeply and evenly through the mouth.
4. Gestures. Although the hands are the chief agents in gesturing, any body movement that helps to emphasize or explain is a gesture. Don't make unnecessary ones.
5. Unnecessary body movements. Avoid movements and mannerisms that distract attention.
   a. Folding and unfolding arms.
   b. Seesawing or swaying
   c. Crossing one leg in front of the other.
   d. Fastening or unfastening a button.
   e. Fidgeting with some object.
   f. Touching the hair or face.
   g Rattling money in pockets.


EVALUATION
I. Know Subject?
II. Organized?
III. Language Appropriate?
IV. Voice Effective?
V. Speaker Direct?
VI. Speaker Enthusiastic?
VII. Speaker Poised?
VIII. Facial Expression and Movement Appropriate?
IX. Was Anything Accomplished?
X. Speaker Ethical?
B
A+
F
C
D+

MATERIALS NEEDED

1-1-1	ACE 301: Reading and Study Teacher's Planbook
1-1-2	ACE 301: Listening and Speaking Teacher's Planbook
1-1-3	Transparency Handout
1-1-5	Transparencies
1-1-6	Transparencies Handout
1-1-7	Tape recorder
1-1-8	Record player Recording of a popular song
1-1-9	Passage from Soule's Economics for Living
1-1-10	Filmstrip set, "How to Listen More Effectively" Dukane Machine
1-1-11	ACE 301: Listening and Speaking Teacher's Planbook
1-2-0	Listener profiles
1-3-1	Transparencies Handout Filmstrip, "Introduction to Public Speaking" Dukane Machine
1-3-3	Transparencies Tape recorder
1-3-4	Handout Transparency
1-3-6	Handout
1-3-7	Handout Transparencies

MATERIALS NEEDED
(continued)

1-3-8 Handout
Films: "Organizing the Library" (15 minutes)
"The Library Story" (20 minutes)

1-3-9 Poster: Parts of a Speech
Transparencies
Handout
Films: "Speech: Conversation--Young America" (12 minutes)
"Speech: Function of Gestures--Young America" (11 minutes)
"Speech: Planning Your Talk" (11 minutes)
"Speech: Platform Posture" (11 minutes)
"Speech: Stage Fright" (11 minutes)
"Public Speaking: Movement and Gestures" (11 minutes)
"Fundamentals of Public Speaking" (13 minutes)
"Making Yourself Understood" (13 minutes)

1-4-0 Speaker Profiles

Supplementary films: "Ears and Hearing"
"18th Century Life in Williamsburg, Virginia: Cabinet Making"
"Glass"

1-2-0 What is Your Listener Profile?

	YES	NO	NOT SURE
1. Do I get ready to listen?	___	___	___
2. Do I clear my mind of distractions?	___	___	___
3. Do I adopt a positive attitude toward the speaker?	___	___	___
4. Do I listen for key words and main ideas?	___	___	___
5. Do I avoid interrupting the speaker?	___	___	___
6. Do I avoid interrupting to correct the speaker?	___	___	___
7. Do I pause to think about what he is saying?	___	___	___
8. Do I let my prejudices interfere with my thinking?	___	___	___
9. Do I listen with a purpose?	___	___	___
10. Am I a courteous, attentive listener?	___	___	___

1-4-0

What Is Your Speaker Profile?

	YES	NOT SURE	NO
1. Did he choose a topic of interest to the group?	___	___	___
2. Did he have an interesting opening sentence?	___	___	___
3. Did he have a positive attitude toward his talk?	___	___	___
4. Did he carefully weigh the amount of material he was to present?	___	___	___
5. Was his talk well organized?	___	___	___
6. Do you think he has practiced his talk aloud?	___	___	___
7. Did he begin his speech slowly and confidently?	___	___	___
8. Did he use any nonstandard English in presenting his talk?	___	___	___
9. Did he use at least one visual aid?	___	___	___
10. Did he empharize the main points so the listener could get them easily?	___	___	___
11. Was his posture good?	___	___	___
12. Did he project his voice well?	___	___	___
13. Was his talk too long or too short?	___	___	___
14. Did he define terms that weren't clear to you?	___	___	___
15. Did he look at his audience while speaking?	___	___	___
16. Did he appear relaxed?	___	___	___
17. Was he enthusiastic?	___	___	___

	YES	NOT SURE	NO
18. Did he use interesting closing remarks?	___	___	___
19. Did he avoid sarcasm?	___	___	___

By using the above questions, how would you rank the speaker: excellent, good, fair, poor, extremely poor._____.

1-6-0 VOCABULARY: LABOR AND ECONOMICS

economy	owe	budget
economics	inflation	credit
labor	deflation	collective barganing
capital	earning	tariff
consumption	spending	allocation
savings	income	laissez-faire
investment	expenditures	dividend
buying	account	stocks
market	insurance	imperialism
prices	bonds	Utopia
competition	risk	profit
supply	employment	commodity
demand	depression	capitalism
cost	industry	glut
production	wages	expansion
monopoly	socialsim	wages
money	cycle	domestic
standard	compensate	subsistence
exchange	purchase	scarcity
medium	mill (n.)	absorb
value	factory	merger
deposit	refinery	megapoly
treasury	wholesale	devaluation
legal tender	retail	enterprise
debt	technology	minimum

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Crobaugh, Mervyn. Economics for Everybody. New York: William Morrow, 1973.

Lux, Donald G. The World of Construction, 4th ed. Bloomington, Illinois: McKnight and McKnight, 1970.

Soule, George. Economics for Living. New York: Abelard-Schuman, 1954.

DIRECTIONS FOR COMPLETING MONITORIAL SHEET

A. Heading Information:

1. Class: Enter the name of the Interest-Based Curriculum Area, eg. Math For Industry.

2. Teacher: Enter name of teacher. If more than one teacher is involved, give the name of the teacher managing the instructional activity.

3. Date: Enter the date of submission of the monitorial sheet.

4. Objectives (By Number): Enter the numbers of the interim-performance objectives covered by the monitorial sheet. Process and task level objectives should not be entered in this area of the form.

5. Time Interval: Specify the beginning and ending dates for the industrial activities covered on the particular monitorial sheet.

B. Line Item Information:

1. Objectives: Enter the nunber(s) of the process/task level objectives implemented to bring about the behaviors specified in the interim-performance objectives noted in A-4 above. Do not specify interim-performance objectives at the line item level.

2. Estimated Time: Enter the estimated time for completion of each process/task objective. This should be noted in terms of days to the nearest tenth. One day is equivalent to the instructional activity period for the given curriculum area for a single group of students.

3. Actual Time: Same as #2 above in terms of actual days and tenths of days utilized to carry out the line item objective.

4. Date Completed: Date of completion of the instructional activity.

5. Teacher's Initials: Initial each line item to signify completion of the instructional activity.

C. Additonal Information:

1. Objectives Not Covered (List By Number): List those process/task objectives not implemented in the instructional activities for the given interim-performance objectives.

2. Objectives Altered or Added (List By Number; State Adjusted Objective on Back of Sheet): Complete as specified.

Natchitoches Central High School
Natchitoches, Louisiana

Monitorial Sheet

Class_____ Teacher_____ Date_____

Objectives (By Number)_____

Time Interval: _____

Objectives	Estimated Time	Actual Time	Date Covered	Teacher's Initials

Objectives Not Covered (List By Number)_____

_____

Objectives Altered or Added (List By Number; State Adjusted Objectives on Back of Sheet)_____

_____

DIRECTIONS FOR COMPLETING TEST RESULTS FOR INTERIM

PERFORMANCE OBJECTIVES

A. Heading Information:

1. Class: Enter the name of the Interest Based Curriculum Area, eg. Math for Industry.

2. Teacher: Enter name of teacher. If more than one teacher is involved, give the name of the teacher managing the instructional activity.

3. Date: Enter the date of submission of the result sheet.

B. Line Item Information:

1. Interim Performance Objective Number: Enter the code number for the interim performance objective for which data are reported.

2. Expected Proficiency Level: Enter proficiency level specified in the interim performance objective.

3. Date Tested: Enter date of testing for the specified interim performance objective.

4. Group Average: Enter the average for the student group tested. Use the same statistic as specified in the interim performance objective proficiency level (see number 2 above), eg., if 70% is the proficiency level then group average should be specified in terms of percent correct response.

5. Number of Students Tested: Enter the number of students measured for the specified interim performance objective.

6. Number of students meeting the Objective: Enter the number of students that scored at or above the expected proficiency level as specified in number 2 above.

Example: Upon completion of this topic, students will show a basic knowledge of fractions and the termonology involved by scoring 70% on a teacher made test.

TEST RESULTS FOR INTERIM PERFORMANCE OBJECTIVES

Class _____ Teacher _____ Date _____

Interim Performance Objective Number	Expected Proficiency Level	Date Tested	Group Average	Number of Students Tested	Number of Students meeting the objective
1-0-0	70%	7/28/72	68%	30	17

TEST RESULTS FOR INTERIM PERFORMANCE OBJECTIVES

CLASS _____ TEACHER _____ DATE _____

Interim Performance Objective Number	Expected Proficiency level	Date Tested	Group Average	Number of Students Tested	Number of Students meeting the Objective